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As the Editor Sees It

Before us lies a letter from a dean in a large university to the alumni concerning the problem of giving that institution "the kind of football commensurate with its academic standing and in keeping with its athletic traditions," and urging these alumni to co-operate in placing its athletes in school positions. This type of plea is (take your pick) ethical, unethical; dignified, cheap; justifiable, unjustifiable; football-wise, education-foolish. As president of a school board Ye Ed will certainly resist any high-pressuring in favor of a prospective administrative officer, teacher, or coach.

"As stupid as a Christmas gift." "The spirit was lovely, but the gift was so asinine." Ever hear these expressions? If Christmas gifts are stupid and asinine, whose fault is it? Right! Most likely the giver's. But why blame him when his only education in giving has been at the hands of some one who has articles to sell? "Sensible Christmas Giving" is a most timely and pertinent topic for home room and club discussions, assembly programs, school newspaper articles, and bulletin board display. Let's kill these expressions by making them completely inaccurate.

At the Hays meeting of the Kansas State Teachers Association recently we listened with delight and amazement to several numbers played by the Scott City (Kansas) Primary Orchestra. This group of youngsters, under the direction of Miss Alberta M. Sandow, played real music on real instruments. Yes, it CAN be done, and we hope soon to have an article on the how's involved.

School trips are becoming very popular because of their obvious values. The imaginative trip, in which the group (or individual pupil) visits distant cities and foreign lands, is also highly profitable. Preparing for and "making" such a trip not only provides excellent outcomes of a very practical nature,

but also functional geography, civics, history, literature, art, music, and composition, integrated as it would be in the case of a real journey.

"WPA, Here We Come," was the motto adopted by a 1938 high school senior class and printed on its graduation program. A bit unrhetorical, but, at least, practical and, perhaps, appropriate.

If you are in an elementary school, why not develop a "Former-Pupils Association"? Although "Alumni Association" is inaccurate when applied to this setting, yet the organization suggested is perfectly proper, and, if wisely led, should be highly profitable to all concerned—former, present, and future pupils.

In the West High School, Denver, there has been organized "The West High Bible Study Club," which is unrelated to any organization or denomination. Quite apart from its moral and religious aspects the Good Book represents a great deal of interesting and high class literature of all types. Consequently, such a club, intelligently handled, should be beneficial.

Have you included discussions of the objectives, organization, administration, and financing of extra-curricular activities in your P.T.A. meetings? If not, why not?

And now comes a great world's fair with a poster contest for pupils and students. Undoubtedly this fair will be well worth seeing; in all probability some school people will profit from the contest; and MOST CERTAINLY the event will be well propagandized through this competition. One guess as to which of these objectives the contest-promoters had in mind! In the words of one state superintendent—"We school folks are still suckers for about every bait that is offered."

The Origin and Development of Extra-Curricular Activities

HENRY C. PORTER

High School Principal, Piedmont, Mo.

WE HAVE grown accustomed to saying, "There is nothing new under the sun"; we have applied this saying to almost all our thinking and we can in the main do so with a feeling that it is true. There are very few ideas which are fundamentally new.

ACTIVITIES NOT NEW

Extra-curricular activities are not new. They are about as old as organized education. Because many individuals do not realize that these activities have been so much a part of the educational system, they often miscall them "new fangled educational fads and frills"; but this concept comes from a lack of historical knowledge. When we look back into the history of education we learn that student activities, not provided for in the curriculum, occupied a very important place in the school. In fact, an early American student wrote in his school paper concerning the school's literary society:

"We think it is no vain boast to say that our society is one of the firmest pillars of the school, and the loss of it would be greater than any other which the school could sustain. Our society has had many worthy members, some of whom are doing us, as well as themselves, credit in the principal colleges of the country, and they willingly admit their indebtedness to our society."¹

It is only because modern educators have begun to capitalize upon these extra-curricular activities that they are sometimes called new. In a recent study it was found that in 269 schools which were considered fairly representative, extra-curricular activities were looked upon as a comparatively recent development in the program of American public high schools. Nineteen of the twenty-eight categories of activities studied were introduced into more than one-half of the schools since 1920. The earliest activities to receive attention were journalistic and forensic in character; athletics followed as early accepted extra-school activities. In many cases in this study these were added to the curriculum after they had existed as "extra-curricular"

for from 6 to 15 years. This study considers the modern expression of extra-curricular activities rather than the broad interpretation of activities as related to education. The difference is more apparent than real.²

ACTIVITIES IN GREEK SCHOOLS

Any student of the history of education is impressed with the activities which were accepted in ancient schools. In Greece, games and sports were a part of the curriculum. Although their games were not highly organized team games, we must recognize their important place in the life of the people. When the peoples of Greece were at war they declared an armistice, so that the games might be held. This example was set by the mother country of the Olympic Games—it is too bad that modern "Christian nations" have swung so far from this principle that they are now forced to change the country in which the games are to be held, because of war.

In Sparta military schools, where the child was taken from his home and kept for a period of years, the activity program was of great importance. Every activity, of course, aimed at the Spartan objective of education, the making of soldier-citizens. We find also in Sparta the embryonic development of our modern secret societies and social fraternities. These beginnings are first noticed in the public dining halls, where members were seated at tables of about fifteen each and where each table came to be a sort of social unit. New members were admitted to a table by a vote of the old members.

In Athens and Sparta public speaking was an important part of the student's life—in fact, in both of these communities it is very hard to separate the curriculum from the extra-curriculum. Student government in Greece seemed to be in reality student government. Student prefects kept order and have been known in some cases to have selected the teacher. This is not as shocking as it first seems, when one considers that in our country football teams have voted to dismiss the coach, and in some communities the students indirectly have great power in the selection of the teaching personnel.

We often overlook the validity of the fundamental ideas of the ancients when we strut about, proud of our understanding of the psychology of man. To us the understanding of adolescence is our brain child, our idea;

¹ Winchester High School, "The High School Thesaurus," Vol. I, No. 2, Page 5, Dec. 1859.

² "Extra-Curricular Activities and the Curriculum," by Galen Jones: *Teachers College Contributions to Education*, No. 667, 1935.

and we have built many of our educational practices upon our "new" concept. However, we must realize that the meaning of adolescence did not escape early man's attention. The passage from adolescence to manhood, or womanhood, was the occasion for many ceremonies which were to introduce the candidate to adult life. Of course, these rituals were a confession that all was not understood in this matter, but they have come down to us today in the form of hazing and initiation. The idea has prevailed that a new member of the school, or the church, or of society must be presented with some form of ceremony—gusto.

ACTIVITIES IN MEDIEVAL SCHOOLS

After the fall of the Roman Empire, schools of Europe were buried within the church and there they remained until the period of awakening known as the Renaissance. During this period the classics of the Old Greek and Romans were studied, and teachers were brought from the Byzantine Empire, where there had been no dark age, to establish schools. These schools grew to be the educational system of medieval Europe. The lack of instructors led to a monitorial type of instruction and to more and more student participation in the management of the school. The universities usually had students from many countries, and these groups banded themselves together as "Nations." Many of our modern traditions in education come from this period of history. The bachelor's degree, the master's degree, the baccalaureate sermon; these and many other terms show the influence of medieval educational practice.

Sports and games in the early schools of Italy, where the Renaissance first blossomed, were recognized as a part of the educational program. An early writer recognizes that these games make valuable contributions to citizenship; he wrote, whether he realized it or not, a paper on sportsmanship. Of course in the court schools of that period, activities formed the curriculum. The young man was taught to be a gentleman, a good soldier, and a student of the classics.

In passing into the modern period, when the influence of the Reformation is felt, the schools seem to become more academic in character. They reflect the intolerant attitude of the times. It was in such times that the idea was born that all student activities apart from the curriculum, if they were tolerated, were to be ignored. The instructor simply did not recognize the social and physical lives of the students. In fact, it was considered that a man's soul was his chief concern—the emphasis was upon the after life. The period of toleration of extra-curricular activities and later the period of opposition to activities ran

side by side, varying according to the philosophy of education. Now we like to think that both ideas are in the past and that now we are capitalizing upon the inherent values of these activities in education. It seems, however, that some of our concepts are still those of the Middle Ages.

ACTIVITIES IN ENGLISH SCHOOLS

In England activities aside from the curriculum were early recognized. Queen Elizabeth ordered the headmaster of Westminster to have a Latin play acted each year at Christmas time to help the boys spend the holidays more profitably and to encourage them in "graceful gesture and pronunciation." There was an early interest in forensics on classical themes at Eton and Rugby. The earliest publication was probably the one at Eton in 1786. Student government, with prefects and monitors, was a common thing in these schools. Competition between schools was an early development in England. As early as 1746 we have record of inter-school contests in cricket at Westminster. By 1867, association football was being played, and 1813 marks the date for school competition in rowing events. Golf and football are mentioned in the early accounts of Aberdeen Grammar School.

STUDENT ACTIVITIES IN EARLY AMERICA

The theme of extra-curricular activities in the history of education is hard to follow. Early writers were indifferent to this aspect of the pupil's life, and so we are now confronted with the problem of tracing the activities of the schools through investigations which are more or less superficial in character. The early New England high schools provided for considerable participation of students in the so-called extra-curriculum. The most prominent activities provided for were student government, rhetorical exercises, debating, the lyceum or literary society, the high school paper, and athletics.

The best example of student government was the plan in force in the Hartford Public High School in 1852. This system so affected one writer that he said:

"In the high school in Hartford (Connecticut) a system has been introduced of letting the pupils themselves form a tribunal for the judgment of all offenses relative to discipline. Every morning after prayers, the annotations made by the monitor on the preceding day, and delivered in to the master, are submitted to the votes of the pupils. On these occasions each pupil is at liberty to move for such alterations on various points as he may deem desirable and these motions are then likewise dis-

(Continued on page 168)

The Junior Safety Council

IRMA GENE NEVINS
Safety Center, New York University

THE Junior Safety Council is an activity organization and provides an opportunity for the students in the high school to experience a form of group living. The membership of the organization may be obtained through the home room, from the different classes, or selected from the student body at large. The method of selecting the members should be decided by the administrators and teachers before the plans are completed for the organization.

The officers of the Junior Safety Council should be elected by the members of the council and should serve for a stated term. Many times it is thought wise to change the officers frequently in order to allow for a larger group to experience this form of leadership.

The officers of the council should consist of: a president, whose duty it will be to preside at the regular meetings and to appoint the respective committee chairmen; a vice president, who will assist the president in carrying out his duties and act as the chairman of one of the committees; a secretary, who will keep the records of the meetings and specific information relative to the activities of the different members of the council; and a treasurer, who will keep a record of the finances of the council and pay the bills when so authorized.

It is always of interest to the administrator to know how much it will cost to run an organization. As the Junior Safety Council is a service organization, it will need very little money; that is, when one compares its expenses with those of other social groups.

The ideal way of financing such a group is to include its running expenses in the school budget. If this is not possible, perhaps the money can be raised by the home rooms on a membership basis. Again, there is the possibility of having the money raised by the group itself. Sometimes this is an incentive for some people to become interested in advancing the activities of the Council. Some pupils are gifted along this line, and it would give them an opportunity to be of service.

The following topics suggest subjects which may be included in the program of activities for the Junior Safety Council. In finding a solution for the safety problem, the school and the community may be made a safer place in which to live. At least the Junior Safety Council is performing its duty.

A. Study accidents in athletics:

1. Why is it necessary that there be safeguards for the playing of football?

2. What are the special safety precautions that are required in softball, hockey, etc.?

3. Why are there definite rules for playing games involving a number of players?

4. Why should one learn to swim?

5. What are the precautions one should take in swimming?

6. How does one administer artificial respiration?

7. How does good sportsmanship enter into playing a game safely?

B. Study the traffic situation in the local high school.

1. In the building:

a. Are there lanes for right and left passage?

b. Are there special stairways for the up and down traffic?

c. Is there congestion in the halls? Study this situation, plan a method of solving. Present to the principal.

d. How should a fire drill be conducted? Have group make plans for and carry out a fire drill.

2. Out of the building:

a. Are there bicycle racks?

b. What is the condition of the side walk?

c. What is the function of the School Boy Patrol?

1. How are the members selected?

2. What are the duties of the members?

3. Why the duties are not comparable to a traffic officer?

4. What streets are selected for patrolling?

5. Why should all the pupils obey the regulations of the Patrol?

V. Study the automobile situation as it relates to the high school student:

1. What is meant by being in condition:

a. The individual—physically, mentally, and emotionally.

b. The car—brakes, lights, etc.

c. The road—road surface, shoulders, highway signs, etc.

2. What does the driver owe to society as a driver of a motor vehicle?

a. Why traffic rules and regulations? Secure copies of state and community traffic laws, such as license, etc.

b. What care should the user of a vehicle always exercise?

1. Driving in the city.

2. Driving in the country.

3. What are the responsibilities of the high school student in keeping the highway safe

—such as reporting possible cause of accidents?

4. What are the responsibilities of a high school student as a pedestrian?

5. What are the traffic conditions in the local community? Might make a survey of the local situation—using a busy corner. Classify and tabulate errors of drivers and pedestrians. Make recommendations after situation has been analyzed.

D. Publicize safety activities and endeavor to create a consciousness in regard to safe living through the medium of:

1. Posters
2. School papers
3. Programs, pageants, and plays

The Junior Safety Council aims to create on the part of the pupil a desire to be safe, not only for himself, but to assume a group or civic responsibility. One "does not live unto himself," but lives along with his fellowmen; one's safety lies not in living alone, but in living with others. To accept one's responsibility and to be of service to others is the keynote to good citizenship. The Junior Safety Council provides such an opportunity to the high school boys and girls, for it offers them a challenge, a challenge of service.

Personality Clinic

EDNA VON BERGE
Kiser School, Dayton, Ohio

A club in discussing ways of being of service to the school and pupils, hit upon the idea of a "Personality Clinic," which proved to be so successful that requests for a repetition are constantly being made. Thus plans are in progress for a continuation of this project inaugurated last year.

Girls of the club interested in the idea volunteered to become Dr. Hair, Dr. Skin, Dr. Personality and Charm, and Dr. "What-Should-I-Wear?" From reference books, pamphlets, and articles in the library and Home Economics department, each doctor compiled a list of questions pertaining to her chosen field keeping the answers on file for future study and reference. Questions from each field were then combined for a questionnaire, which included such questions as the following:

1. How often should the hair be shampooed?
2. What causes oily hair? Dry hair?
3. What is one sure way to remove dandruff?
4. How can I treat oily hair?
5. How can I treat dry hair?
6. What should I wear if I am plump?
7. What should I wear if I am thin?
8. What should I wear if I am tall? Short?
9. What should I wear if my hips are large?

10. What should I do if my waistline is large?
11. How do I choose a color for myself?
12. What are the colors suited to different types such as a blonde person, a brunette person, and a red-headed person?
13. What color best suits my figure?
14. How can I keep from having pimples?
15. What causes blackheads?
16. How can I prevent or get rid of blackheads?
17. What foods should I eat to make my skin attractive?
18. What foods should I avoid that make my skin unattractive?
19. What are the qualities of charm?
20. How can I make myself more interesting to other people—more popular?
21. Why shouldn't I show my temper?
22. What helps to win friends?
23. When should we chew gum?

The clinic was well advertised in advance through the school paper, posters, bulletin boards, and announcements in the 7th grade home rooms where the greatest need was felt. These newcomers, it was noticed, were more careless about their appearance and needed help in the development of personality.

Each 7th grader was given a copy of the questions for advance analysis, and these were then checked individually and brought to the clinic on the day assigned for each separate home room, so there would not be too great a rush. At individual tables in the Home Economics room, each representing the doctor's desk and labeled "Dr. Hair" or "Dr. Skin," etc., girls dressed in white consulted the patients who were met at the door by a girl dressed as a nurse. The patient would go from one doctor to another to get the answers to the questions from the sheet which had previously been checked for special interest or individual problems. If the patient asked any question not included on the questions, the doctor would advise the patient to return for the next clinic period for a "prescription," and in the meantime would have the opportunity to look up the answer or discuss it with the sponsor of the group.

So popular was the idea that girls from other grades asked permission to attend the clinic, which had to be discontinued because of the numerous activities coming at the close of the school year.

It may simply be imagination, but it appeared to the club that there was an improvement in the appearance and behavior of those who had availed themselves of the opportunity afforded by the club, and that they then influenced others. It took a great deal of time and planning, but those who carried it on felt it a worth-while undertaking.

The Case for a Large Publications Staff

ONE of the many problems facing the adviser of an extra-curricular publication is the selection of a staff. Should the staff be large or small?

There was a time when the faculty of the school went into a huddle and brought forth rules, restrictions, and qualifications designed to govern participation in all extra-curricular activities. But times have changed! The school has changed. Educators are shaping the school to the child, not the child to the school. They are beginning to realize that in a democracy there must be present all freedom—freedom of the mind, freedom to analyze and criticize, and freedom to change. Democracy therefore, depends on an ever-widening diffusion of knowledge among the people and a constantly increasing ability of the people to weigh evidence and make decisions.

If people are to increase their ability to weigh evidence and make decisions, there must be present in the curricular and extra-curricular set-up of the school, opportunities which will furnish experiences of this nature. The problem of the selection of a staff for a school publication will be dependent, therefore, on such a school policy. Where there is freedom of choice, the staff will be large and heterogeneous in nature. It will include students of varying degrees of ability. Volunteers for the school publication will be drawn to it for many reasons. Some will be interested in the opportunities for creative expression; others in the many manual activities presented. The problem then presented to the sponsor will not be the time honored question of molding the child to a rigid program, but rather the more vital and interesting task of fitting the needs of the school publication to the individual skills and abilities of the staff.

It has been said, and rightly, that high school journalism like Topsy "just growed." Sponsors and instructors have taught by the rule of "a-touch-of-this-and-a-dab-of-that" for many years. Too often they have been guided by slavish imitation of college publications. Ignoring individual needs and community peculiarities, they have planted publications which for the most part have had but a mushroom growth. In the sober light of scientific investigation, the reasons upon which most high school publications were founded have died, and in their place have sprung objectives rooted in the firmer soil of child behavior and child interest.

The sponsor working with a large staff, one that is composed of members with vary-

JAMES MORRISON
Sponsor, THE SPOTLIGHT, Burwell, Nebr.

ing degrees of ability must evaluate carefully the objectives to be set up in the publication of a high school newspaper or magazine. Once the sponsor, working with a selected group, could set forth on a vocational set of objectives, confident in the belief that "little John" or "little Joe" would end up behind the city editor's desk of the "Daily Blurb." But again, times have changed! The sponsor today in his most optimistic mood cannot see in the expectant faces of a hundred Johns and Marys—sons and daughters of honest John Citizen, the future Greeleys and Danas. Instead, he can predict with a reasonable degree of certitude that these students will fill their places in the ordinary walks of life; at the corner drug store, at the factory, and in the home.

The question then arises: If high school journalism can no longer justify itself on the grounds of vocational preparation, how can it be made meaningful to hundreds of students who do not anticipate a career in the field of journalism? "It prepares them for life," the obvious answer to this question, might at first blush appear too pat. And yet it does just that. The high school publication offers one of the most successful avenues down which to lead high school students towards successful citizenship. It is organized to train students to read the daily press intelligently and be thereby enabled to understand contemporary life. It gives the student training in the democratic formulation of critical opinion and enables him to gain through vicarious experience, knowledge concerning problems that face the community and how newspaper criticism aids in their solution. It develops in the student, school consciousness and a pride in the school and its supporting agencies. Lastly, participation in the publication of a high school paper develops many skills and abilities which are needed in adult life—skill to read and understand newspapers; skill to read and understand letters, orders, and contracts; ability to spell correctly; ability to read and follow definite directions; good conversational ability; ability to think clearly; ability to read and understand magazines; persuasive skill; skill to direct the work of others; and skill to pronounce words accurately. Surely each student should have the opportunity to benefit from participation in such an activity. Faculty inter-

ence with selection of staff membership should not be tolerated.

Is it educationally sound? is another fundamental question that must be answered by any activity that is a part of the secondary school. High school journalism so organized to care for the needs of students of varying abilities is psychologically sound because its content is based upon the objective and the close-at-hand, which conforms to the very nature of the child. It develops abilities of writing and speech which are necessary in civic, vocational, and avocational pursuits. It justifies itself educationally by offering concrete approaches to all problems of exposition, narration, and argumentation. It conforms to child interest and use because the publication is the means of expression used in solving a problem.

The high school publication is a purposeful activity for it presents an opportunity for gathering information for publication. Each student has an objective means of determining his progress by following his contributions to the publication and listening to criticism of each. It offers opportunities for construction in the manual tasks necessary in production—typewriting, making page layouts, and advertising lay-outs. It offers a wide field to creative expression by furnishing an opportunity for publication of original poetry, jokes, and stories. Such an activity, presenting as it does so many varied duties, can and will accommodate many students and should not be reserved for a select few. It will pay dividends in increased school spirit and social consciousness.

Granting that his objectives are sound, the sponsor of an extra-curricular publication must turn to the problem of organization. Following the plan of many extra-curricular set-ups, students are allowed to volunteer for staff membership. Staff members are then called to a general meeting. Here the staff votes by secret ballot for an editor-in-chief who together with the sponsor selects editors and sub-editors. As in all democracies, certain safeguards must be set up to reward good workers and penalize slackers, so in the organization of such a large staff, work sheets are kept of each individual worker. The editor-in-chief and sponsor consult these work sheets and select editors from them. Once the staff is selected, the students hold their position for a six weeks period; when a new editor-in-chief is elected and the staff positions are again revolved.

The mechanical set-up of the publication, frequency of publication, and whether the publication is subsidized by the board of education, subscriptions or advertising, will determine to a large extent the character of the

organization. In the case of a mimeographed monthly news-magazine that is dependent upon advertising for revenue, the staff is broken down into three divisions: editorial, business, and production. The editorial includes the news editor, class, exchange, humor, talents, sports, activities, proof, and make-up editors, together with a number of reporters. The business staff is composed of a business manager and circulation manager. The production staff includes artists, dummy typists, stencil typists, and mimeograph operators.

Although the editor-in-chief, with the aid of the adviser, supervises all three divisions, he is responsible for the editorial page of the paper and may write the editorials himself or delegate the writing of them to others. The news editor handles all the news of a general and timely nature, keeps a future book and copy schedule on all stories. The class editor covers the news of classes in much the same manner. The exchange, humor, talents, sports, and activities editors have charge of a certain section of the magazine and may or may not have reporters to assist them.

All copy, after it has been handed to the editors to be checked, goes to the proof editor who checks it for errors and hands it to the make-up editor, whose duty it is to see to it that it is placed on the correct page and that a dummy is made for each page. After the page and space have been selected, the copy is handed to the dummy typist whose duty it is to "justify" the copy and make a dummy of it. The make-up editor finishes the dummy and hands it to the stencil typist for transfer to the stencil.

The business manager has charge of several advertising solicitors whose duty it is to call on advertisers, and keep accurate accounts of receipts and copy. The business manager receives the money and copy for each advertisement and records it. After each advertisement is duly recorded, it is handed to the make-up editor, who places it on the page dummy and hands the copy to an artist for transfer to a stencil. When all stencils have been completed, the mimeograph operators duplicate the required number of sheets and stack the pages for final assembly.

The Spotlight, Burwell High School's mimeographed publication, has operated for the past five years on the principles outlined above. It is supported entirely by revenue gained through advertising. No charge is made for the magazine of thirty-six pages. Approximately nine hundred copies are distributed to students and patrons each six weeks. This news-magazine is published by a staff of fifty students and seems to bear out the contention that a large staff can be handled successfully.

Assembly Audience Shares the Activity

THE school's lone Negro boy shuffled across the stage, bent like an old man. He carried a replica of a log cabin. As the applause died away, eyes shifted to the side of the stage where a student held a card with the number "16" in large letters, and immediately the student audience began searching the program of book titles to place the number "16" in front of the title they thought the colored boy represented. Most of them guessed it was "Uncle Tom's Cabin."

More applause or lengthened "Ohh's" when one student held a pair of boots into which another student at first vainly attempted to place a pure white kitten decorated with a gay red ribbon. The kitten's first resentment died away and it permitted its captor to ease it slowly down into the boot. There with two paws overhanging the rim it peered out at the audience while pencils hurried to place the number "17" in front of "Puss in Boots."

Giggles, more obvious laughter, then the distinct word "Push" from behind the scenes were a prelude to the appearance of a ragged, barefoot boy with unruly hair who slowly backed onto the stage, tugging at a rope. He was pulling so hard that he was almost upset when the hidden goat, suddenly changing its mind, walked onto the stage, stared a moment at the audience, then bolted away in the opposite direction. It was an hilarious audience that put the figure "18" in front of the title, "The Goat Boy."

Such an assembly program has a history; it grew out of a discussion months earlier when one student in the 7B home room expressed a wish that the room might have its own library, because it took so much time to get and return books to the main library.

"Couldn't we have some books of our own on one of the work tables or the display shelf?" asked Darlene. "Perhaps every student could bring a book from home as a start."

"I could bring more than one," June volunteered.

"We could have a librarian and make a card index," added Gerald. So the 7B home room voted unanimously to carry out these suggestions, and it was not long before a five-foot book shelf was in operation.

Later when two boys were to be in charge of a home room program this new library gave them an idea.

"We thought it would be fun," said Sid, as they were discussing it with the teacher, "to dramatize some of the titles of the books

NOMA PEARL REID

*Tappan Junior High School,
Ann Arbor, Michigan*

on our own self, and let the others guess what we are doing. It is a little like a charade, but we would use a whole title instead of just one word."

"Like this," offered Billy, as he held up a pen in one hand and a long slender stick in the other. "What book do I mean?"

The teacher, after a moment's hesitation guessed "Penrod."

"Fine," said Billy, "we'll use that one to explain what we are doing, then we'll make them guess ten others. Don't you think they'll like it?"

The boys' program was well received by the home room. Although the answers were too easy for those who were most familiar with the books, they, too, enjoyed it.

The next step was a natural one originating when the president of the home room announced that the assembly program for which they were responsible was just four weeks away, and asked for suggestions. The members of the group agreed that they would prefer to do something different from previous programs and something in which they could all take part. They finally decided that this type of charade, the one previously used but with more preparation and just a little more elaboration, would be acceptable. Then they went to work.

Members of the home room selected their own parts. A committee with the assistance of the librarian chose forty-five titles of books familiar to junior high students; from these forty-five, twenty were selected to be illustrated. A second committee made or collected properties. One of the pupils brought a beautiful drawing of a robin, contributed by one of his relatives. Two boys arranged for the music. Three others numbered and painted the cards. Some with the assistance of the art teacher experimented with tattooing. Programs were prepared and mimeographed. Five students visited other home rooms to explain that there was to be a new and different kind of assembly and to ask all to bring pencils.

When the program was actually ready to begin, a student illustrated the procedure by giving them the "Penrod" example, which was number one. Thereafter they were to guess. After the program the students col-

lected the papers, checked, and returned them. The names of teachers and students who guessed every title were posted on the main bulletin board.

In evaluating this type of program three desirable practices are obvious: first, the plan grew out of a school situation; second, every member of the home room shared in the preparation and actual presentation; third, and truly unique, the assembly audience participated in the activity.

New Rochelle All-City Student Council

ROBERT LEDERMAN

Student, Isaac E. Young Junior High School

New Rochelle, New York, "The Queen City of the Sound," which has recently celebrated its 250th anniversary, has a population of approximately 60,000. In this suburban city there are 10,000 school members who attend fifteen schools, eleven of them being elementary, three junior high, and one senior high school. New Rochelle is noted for its fine schools and is sometimes referred to as "the city of homes, schools, and churches," as it possesses excellent examples of each of the three.

At the beginning of the last school year, Mr. Herold C. Hunt became the new superintendent of New Rochelle schools. He introduced a unique method of student participation in city-wide school government. This method, which was still in its experimental form, has been put into effect only once before, that being by Mr. Hunt when he was Superintendent of Schools at Kalamazoo, Michigan. It is the formation of an All-City Student Council, composed of one representative from each public school in the city. The All-City Student Council in New Rochelle is the only one in the East, so far as we know.

The purpose of having such an organization is to allow each school to be represented at meetings with the Superintendent of Schools to discuss frankly the various problems which arise in the schools throughout the system.

This group is also designed to get the students' views as the basis of the formulation of administrative policies. The members or representatives were elected by various organizations within their schools, by the student councils, or by the popular vote of the schools. Meetings, which are held once or twice a month, are directed informally by Mr. Hunt, as there are no officers on the council. During the past year these meetings were at-

tended by thirteen boys and one girl and were held in the room of the city Board of Education.

It might be interesting to learn of a few accomplishments of the New Rochelle All-City Student Council. Can you imagine fourteen pupils, whose average age is hardly twelve years, talking over seriously with the Superintendent of Schools how they would like their teacher to be? Well, that happened last January when the Council compiled its fourteen "Qualities That Make for the Ideal Teacher." Each quality suggested was thoroughly discussed, and by looking at the list one can be convinced that the students knew what kind of teacher they wanted.

After critically analyzing their teachers they decided to take a pupil inventory and went about listing "The Qualities That Make for the Ideal Student." This time seventeen qualities were compiled which, if possessed by one individual, would make him as nearly perfect a student as could be desired.

Both of these lists of qualities were printed in the "New Rochelle Teachers Bulletin," and in the local newspaper. Posters with the lists in large lettering were made in the art classes in some schools.

During the course of the school year the council undertook to plan a school clean-up campaign, and with the co-operation of students and teachers a marked step was taken toward beautifying all schools and their grounds.

The principles for which this group strives and which it endeavors to promote are: "respect for others, respect for the rights of others, the development of habits of sportsmanship and fair play, and the practice of safety rules." The ways in which these principles could be further emphasized were brought out at a council meeting.

Maybe you would like to hear the opinion of one member of the New Rochelle All-City Student Council and what he thinks of this group: "I was a school representative during the past year and I think that it would be a privilege for any boy or girl to meet with such an exceptionally fine group as the New Rochelle All-City Student Council is, and to be headed by so distinguished a chairman. I can tell you with the utmost sincerity that I thoroughly enjoyed every meeting."

It is the hope of all the members and of Mr. Hunt that their experience may be an incentive for the working out of similar city-wide student government projects. Something has been accomplished here in the interests of a school community by what the average person would call "mere children," but who actually are young men and women getting a good start on their path to success.

Alumni--Wake Up and Live

HERE are some things of value connected with our present high school alumni set-up. Its annual "family reunion" is sometimes well planned, well attended, and well worth-while. In such a case, this one event probably justifies the existence of the alumni organization.

There are, however, many alumni organizations that are doing little good and much harm. There is no possible justification for a group of high school graduates to stage a drunken orgy in the name of the school alumni association. But such parties do happen and do more damage in the field of character education than a school's well planned program can repair in years.

Yet probably the greatest sin of the alumni association is one of omission rather than commission. The problems facing American youth now are critical. Education is in a serious crisis. The existence of many of our valued and cherished institutions is threatened for want of good, sound, constructive leadership. In the midst of these problems the alumni association has a reunion. For what?

It would be pleasing to see some organization shake off the shackles of morbid traditionalism and build a new type of organization—one that will be of positive value to the school it represents, one that is energetic, enthusiastic, and stimulating to the extent that it can continue the educational growth of its members and also build a better social environment for the children of those members.

This new organization should be above debauchery, even frivolity. It should begin with the confidence and respect of the thinking people of the community, the school officials, teachers, and students.

A common complaint from alumni organizations is that the Board of Education will not let them use the school plant. In all probability such organizations have not earned or deserved this courtesy. Why should any board or superintendent risk the censure of the community simply to allow a few graduates to indulge in selfish pleasures that have no lasting values?

This new organization should wipe out the conditions that have sometimes made professional school men ashamed or afraid to appear on their programs. It must discard the lethargic program that now shows but a feeble glimmer of life once a year, and put in its place some of the many purposeful activities that are so badly needed.

MURLE M. HAYDEN

Principal of Beverly Rural High School,
Beverly, Kansas

Everything that is known to be good in the present set-up should be saved. The yearly reunion can fit very nicely in a new program. Many of the graduates who have left the local community can not take part in this new intensified program; but they can and will get back to renew old acquaintances and review the work of the organization and the school. The wholesome social functions that are in existence should be saved and possibly expanded.

To add dignity and stability to this new organization a constitution should be drawn to set forth the purposes of the organization, to list the officers desired and define the duties of each. This constitution should be made elastic enough to allow for growth; but definite enough to insure progress along constructive lines. Careful and thoughtful consideration should be given to the drawing of the constitution. It may mean the success or failure of the organization.

The new functions, that should be a part of the association program, fall into two groups: first, the activities that aid and promote the interests of the parent school; second, the activities that aid the educational and social progress of the members.

The school hopes to aid the mental, physical, and moral development of the student. The alumni can help some in all these fields, but they can be a potent force in the field of character education. It must be remembered that the alumnus was once, and may still be, the hero of our present high school student. Praise when praise is due from this individual or group of individuals probably stimulates the high school boy or girl more than any other one thing. On the other hand, condemnation by this individual or group when acts should be condemned will have its effect.

The alumni organization, with the aid of the school, can so control community opinion that "boeing," "riding officials," and other unsocial practices would completely disappear. This new enlightened organization knows the true value and worth of sound character-building games and sports. The bigoted, selfish, self-centered braggart who must win at any price will be shown his place. His spirit will be crushed by the force of community opinion.

Every year thousands of our boys and girls graduate from our high schools. Many of them at graduation time have an intense desire to prepare themselves for responsible citizenship. At this time they have hope, enthusiasm, and faith in what the future holds for them. Only a part of them, however, will be able to find employment. Comparatively few will be able to go to college or vocational schools. Some will be forced into idleness, perhaps into shiftless wandering. A year or two of this and the hope, enthusiasm, and faith are gone. The foundation of our democracy of the future is slipping at the "ripe old age" of twenty.

There are few organizations or individuals that are in a better position to aid American youth than the graduate organization of our high schools.

The state schools, through their extension service, are eager to set up machinery for local home study classes, individual study for college credit, or other constructive work. If properly handled, the alumni organization can become the long needed local agent for university extension and library service. This work, however, need not be confined to youth. It will enable many who are mature to grow intellectually.

Our government is becoming more and more complex. As our government grows in complexity, so must our electorate be enlightened, if this government "of the people" continues to be "by the people." The United States Office of Education is encouraging forums and discussion groups to help create interest in, and thoughtful discussions of, national and international problems. The alumni association can secure material from this office and use the members of that organization as discussion leaders for community forums. The training in leadership will be invaluable to the individuals. The people of the community will be stimulated to more active civic participation.

In many communities this organization can be useful as the sponsor of leisure time activities for old and young. Some of the members best suited to this type of work may find full time employment in this growing field. The discussion of vocational problems and possibilities in association meetings may help some to find a place in society. A careful and thoughtful survey of community resources may uncover industrial and commercial possibilities that would give employment to large numbers.

There are numerous other ways in which the alumni organization could be of service to the school, its members, and the community, if a worth-while program should be developed.

The alumni association that discards in-

temperance and frivolity in favor of a constructive program would be as welcome in the school plant as will be the successful son on his return home.

Social-Physical Leisure, Not Intramural Athletics

FORREST W. ENGLAND

Athletic Director, Maroa Community High School, Maroa, Illinois

Soon after the World War, there was a clamor among those interested in athletics to find a suitable field of activity that would occupy the middle ground between the highly organized, competitive athletics on the one hand, and the required teaching program of physical education. This middle field was to furnish the individual with the opportunity of putting into practice some of the skills learned in physical education, to allow him to test his mettle in competition a bit keener than the required course, and finally to furnish fun and recreation in his leisure time, as well as gain certain aspects of desirable emotional and social values that wholesome athletic competition has to offer.

Leaders in the field were at a loss for a name. Such terms as Interclass League, In-School Activities, Recreational Program, Intraunit Athletics, etc., were frequently mentioned. Finally a few leaders harked back to the language common in early European history for the term Intramural Athletics meaning athletics within the walls of the institution.

As intramurals grew to the point where many private institutions were talking in terms of one hundred per cent participation, and public institutions spoke of eighty-five per cent participation, we naturally should expect to find activities being introduced that would vie for the interest of all. Many institutions included activities peculiar to their geographical locations. Schools in the North built cabins a few miles apart for those who found equally stimulating competition and fun by taking hikes or going skiing. Recently this growth has been evidenced by a movement to change the title from Intramural Athletics to something more fitting and all inclusive, to a term that could readily be justified from all phases of the program. Leaders also recognized the benefits of a title that would place their programs in better stead with administrators who had come to get a bad taste for the word athletics. To date, several suggestions have been voiced, such as Intramural Activities, etc., but to me none has

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The Philosophy of Cubbing

PAUL E. GILLHAM
Scouting Commissioner, Todd
District, Winchester, Illinois

BY MEANS of the Cub movement, the Boy Scout organization of America is providing for junior boys of ages nine, ten, and eleven, an attractive, character-influencing program of interest-gripping leisure time activities. Cubbing, then, through association with picked leaders and planned, directed activities, aims to give better opportunity for natural, wholesome development in the home and neighborhood environment to the boys privileged to come under its influence.

Cubbing deals with a boy's leisure time. More than one-third of a ten-year-old boy's life is leisure time. Cub age is indeed leisure time age. Eight hours or more of each day, summer and winter, is free time for a boy to fill as he can. The Cub organization provides for these boys a program of activities and associations under trained supervision.

Recognizing the principle that one learns by doing, the program for Cubs combines play with work. Group activity develops boy responsibility for co-operation. It gives satisfaction in companionship with individuals of the same age level and thereby fills a deep social need. It forms a tie of fellowship between boy and leader or boy and parent. The uniform appeals to a boy's pride and is the symbol of achievement. Advancement and recognition for outstanding service are so handled that a Cub finds deep satisfaction for his inner desires while gaining valuable experience in his game of Cubbing.

Young boys tend to play in small groups. The group may be an influence for either good or evil. Besides the fellow Cubs in his group, the youngster has the advantage of three new chosen friends, his Den Mother, the Den Chief, and his Cub Master.

Cubbing in the United States uses men exclusively in the offices of Cub Master, Assistants, and Pack Committeemen. This is done chiefly because the boy is commonly under woman influence at home, church, and Sunday School, and it is deemed wise to supplement this woman influence with some man influence, looking forward to the years ahead when he must be mainly with men. The place of the woman in Cubbing is in the natural relation of mother and Den Mother, a significant position by all means.

Joy and happiness are important elements in the mental and spiritual health of Cubs. In the selection of leaders, men of good character, with kindly, sympathetic personalities, are found to be the most successful. Fathers

of Cub age boys are the most fruitful source of leader supply.

In evaluating activities, fun is the most important element from the boy angle. Square dealing, obedience to the Pack Law, good sportsmanship, and contentment, along with other manly qualities of character are of supreme importance when viewed from the adult angle. These latter personality developments are the ones which bring realization of a boy's duty to his country, to his home, and to God. These ideals are made effective not so much through words, as through deeds, by example, and in group co-operation. They constitute the atmosphere in which all Cub activities are to be set up. Through practice of these ideals under group and leader approval come habit-reinforcing satisfactions which bring cumulative results.

Cubbing aids the boy as an individual and as a social unit, in his growth of body, mind, and spirit. Through satisfying action it adds to his happiness as a healthful young citizen, it encourages him to do his best, it motivates him to acquire experience and bear responsibility. Thus the program contributes to his character development.

Cubbing is an attractive, active game. It is fun and is to be enjoyed spontaneously. In its real essence it represents boys active in natural home and neighborhood settings. It recognizes the natural urge to be doing things, and takes into account the fact that in a child's leisure time problems often develop because of the lack of desirable things to do. The Cub program brings to that situation organized games, crafts, and collections, all of which are fun.

The vital difference between work and play is one's attitude toward it. While Cubs learn to do many things, their learning is kept in a natural setting. In one operation the game is enjoyed, it produces an article to experiment with and to use. Cubs are learning in each step, painlessly, through enjoyment of the activity itself and then through the associations that come with it.

The Cub program makes an effort to provide the boy with his good times in his own home and neighborhood. The leaders must have thorough appreciation of what that involves, as well as emphasis and enthusiasm to accomplish it. The operation of the Cub program in and around the home at once draws the father into close association with his son. The handcraft, the stamp collection,

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A Speech Arts Club Evaluation

IN SPITE of fine educational opportunities in many urban and rural districts, one still finds the old academic high school failing to serve democratically in many districts. In such cases many competent principals have tried to stimulate interest in an extra-curricular program. The present trend in the club field toward a large number of small groups is not especially favorable here, for in country high schools of this type the teachers are usually too busy with academic preparation to offer voluntarily to sponsor a club. Such conditions can be met by an omnibus type of club to a marked advantage, as the following report will show.

The club program was successfully launched by getting the co-operation of the entire faculty and then presenting plans and suggestions to a student body of 100. Because a club of 100 is not feasible in a school where there has been no previous attempt to develop student leaders, only pupils in the three upper high school years were allowed to enroll for membership. Even so, the club attracted and held all students allowed to participate which still made a club of 60.

After student officers were elected and the club machinery well oiled, the program committee planned club projects for the year. The two most valuable projects were an all school Christmas party and a one-act play project.

The club sponsored the school party. One aim was to get every one to participate in the preparation. To achieve this, an elaborate committee set-up was planned, and pupils chose their own committees. The party was to be an informal banquet, with a game period before the feed.

To complete the preparations the following committees were organized: decoration, refreshment, seating and place-card, favors, game and stunt, program, gift, conduct, and clean up. The amount of work accomplished is more truly indicated when you know that the refreshment committee worked without benefit of domestic science equipment and that the decoration committee not only beautified the gymnasium, but also made arrangements to borrow and transport necessary banquet tables and charts.

The conduct committee played no small part in the preparations. First, they prepared what they called a "Social Usage Test for Damascus High School." The test was in the form of a true-false rating on proper conduct under some of the following circum-

E. ELIZABETH RUTLEDGE

High School Teacher, Damascus, Penna.

stances: (1) picking up paper you did not put on the floor; (2) exploring classmates' desks and lockers; (3) extending courtesies to patrons; (4) how to address teachers; (5) proper audience behavior in assembly; (6) how to treat pupils when they blunder; (7) repeating "gossipy" stories; (8) what to do when you need help or advice from a teacher; (9) what to do if you want to talk when someone else is talking; (10) what to do if you are dissatisfied with a grade on your report card. Of course, the list can be extended indefinitely.

This committee also prepared a resumé of what would take place at the party, and what was expected of participants in general at each change in the program.

The party was held the afternoon before vacation. The first period was devoted to playing old-fashioned games under student leaders. Then at a given signal came the grand march to the candle-lit tables, where each pupil had to locate his own place card. After the hungry were fed, the gift committee presented favors to each guest, and a gift to each of the four home-room sponsors. (This latter we tried to discourage by means of circulated pamphlets on tenable points of view about Christmas giving; however, tradition is yet too strong concerning that custom to break with it, without substituting something better in its place). Piano solos followed; and the party closed with the group singing our favorite Christmas carols.

The second project grew out of the pattern of club meetings. Of course, each meeting opened with customary roll call, reading of minutes, committee reports, new committee appointments, and always—"Fun for the Day." This fun for the day was provided by volunteers who read good monologues such as Dorothy Parker's "The Waltz," and committees later prepared one-act plays. These committees usually rehearsed once. This work was particularly valuable training for the play project, for students and sponsor alike became acquainted with each other's talents; also we became familiar with about twenty plays of unequal quality, from which to choose the numbers for our final efforts. Two considerations were involved in choosing these plays for the production project: (1) to use as many students as possible, and (2)

to present a balanced program to patrons. The following plays were finally chosen as best meeting our standards: "Station YYY," a comedy, by Booth Tarkington; "The Valiant," a drama, by Holworthy Hall and Richard Middlemas; "Ladies Alone," by Colin Clements (an all girl cast); "Proposal Under Difficulties," a farce, by J. K. Bangs.

To increase numbers of students participating, student directors and property managers were given the job of helping to cast the plays and conducting rehearsals. In order to be as democratic as possible, each member was asked to write what he wanted to do most to help. From these papers, sponsors and directors could intelligently list names for tryouts.

After three weeks of rehearsal the plays were ready for a joint dress rehearsal. Of course, in the meantime other members were busy providing advertising and selling tickets. One girl who took good pictures took interesting shots of each cast. These were developed and used on posters. The trick is old, but it had not been used locally, and created quite a lot of favorable comment.

The value in the program outlined above is what the pupils themselves thought of it. To get their reaction we made what we call an evaluation sheet and asked all members to read the questions and record their answers. A few typical replies to each question will prove interesting.

QUESTIONS

1. Whether you have been an active or passive participant in club affairs, do you think your time was well spent?

"Yes. Having a group of us meet and work together, each getting a chance to participate in some activity, has taught me how to take part in different kinds of work." Another paper: "For me, school has become so much more bearable since I have club to look forward to."

A few felt that they had not done much, but they stated that they had only themselves to blame for not offering to participate.

2. Can you conduct a meeting according to simple parliamentary procedure? Can you take part efficiently in a club meeting by contributing to discussions?

Some explained that they understood how to take part but were still too shy. (This shows opportunity for development.)

3. What did you think of the Christmas party?

"It was a big hit, very successfully planned, and should be repeated. I enjoyed my committee work. I had loads of fun and I think everyone else did by the looks on their faces." One underprivileged lad said, "Gee! It was better'n a movie!"

It is interesting to note here what the guests especially liked about the party. When the banquet was over, food was still heavy on the tables, so the master of ceremonies invited students to take anything they wanted from the tables. They did not take their favors; they did not take food; they took the half-burned red candles in their homemade cardboard candle holders. To them the candles were a symbol; yet few have ever seen a candle lighting service.

4. Has your club work helped you to make new and better acquaintances?

Almost all students stated that they had gained new friends and better understanding of previous ones; also that to lead one must have good personality, and that they wanted to go on to work on theirs. Others stated that they liked their sponsor better.

5. Have you found out anything about working with others? If so, what?

This question drew very monotonous answers—practically everyone said he learned on committee work to co-operate or you go nowhere rapidly. One said, "I have noticed my fellow club members are especially cheerful and helpful to work with. I think my work has taught me how to go a 'good mixer'."

6. In the play project, which work did you like best? The answers here were practically unanimous. Everyone voted for "The Valiant" for first place, and "Proposal Under Difficulties" for second place.

7. Because active participation in the play project was impossible for many because of the size of the club, or for any other reason, do you feel that this was a sponsor-run club?

"No. Everything that has been done has been put to a club vote. In all cases we had enough material, so that we had an opportunity to select what we would most like to do."

8. Do you want to be a member of "Speech Arts Club" next year?

All but four of the answers were affirmative. Comments heard among the freshmen indicate that they are eagerly looking forward to becoming members next year.

9. What would you like to do next year?

Suggestions for club activities included: movie appreciation unit, monthly meetings to learn to play group games, more work on social usage problems, more parties, and more plays. Several personal wishes were also expressed: "I'd like to be president"; "I'd like to plan a program"; "I want to be in a play"; "I'd like to be on more committees." One student recognized the fact that she had not been too willing to participate, and expressed a wish that she might be more eager in the future.

10. What other type of club would you like to belong to?

Suggestions ranged all the way from a hobby club to a charm club. The charm club idea gained momentum through pamphlets such as a reprint of "Boy Dates Girl," from the *Scholastic*. One paper read, "Any club that runs like this one."

Of course, we realize this student reaction is not very accurate. Our pupils have had no previous experience with club work, and have no standards by which to judge what we have done. We partially met their needs with this plan; hence, since they feel it is theirs, they are completely satisfied.

Another year we plan to revamp the whole plan; but for the first year it worked very well.

Pupils Visit to Learn of Other Schools

ROY HELMS

Principal, Amelia High School,
Amelia, Virginia

The pupils of the high school at Amelia, Virginia, have taken several enjoyable visits to other schools. Each time they have learned something to carry back to their own school.

Sometimes as many as thirty pupils have gone on these visits. On arrival at the school to be visited they are divided into small groups and a student is put in charge of each group.

The Amelia students make careful preparation for these visits by studying a long list of questions and discussing the proposed visit with the principal.

Of course, the students do not use these questions when they are visiting but they are familiar with them and they get the information for which they are looking. On their return to their school they make a report of their activities to the assembled student body.

Below is a list of the questions which the Amelia students study before making their visits:

1. What is the condition of the school grounds, shrubbery, walks about the school, etc.?
2. How large is the school lot and playground?
3. What play apparatus is used on the school-yard?
4. Are the baseball and football fields close by?
5. Are these fields enclosed? Bleachers?
6. What admission is charged for the games? Are they well supported?

7. Size and neatness of principal's office.
8. How well equipped is principal's office? Typewriter, mimeograph, duplicator, other tools?
9. Are visitors cordially received?
10. Enrollment of the high school? Elementary grades?
11. Average attendance in high school? Elementary grades?
12. What devices used to increase attendance?
13. What are the school hours? Length of class periods?
14. How many periods in the school day?
15. Do teachers have any rest periods during the day?
16. What is the average teaching load—total number of pupils in all the classes taught during the day?
17. Is there a home room period? How is this handled?
18. How often does school have assembly, nature of program, how long?
19. How many teachers in high school? Average enrollment per teacher?
20. Number of teachers in grammar school? Average enrollment per teacher?
21. Condition of halls? How is traffic controlled?
22. Any bulletin boards? Kind? Well arranged?
23. Student government? What plan used?
24. Number in graduating class?
25. Do they use gowns for commencement? What is the cost?
26. What is the nature of the commencement program?
27. A Hi-Y club? Literary organization? Junior League?
28. What other high school organizations? How are they managed?
29. Any plan for promoting scholarship? How does it work?
30. Is the grading system any different from ours?
31. Are report cards similar to ours? How often are they issued?
32. Approximate size and condition of science laboratory?
33. What sciences are taught? Laboratory well equipped for all these?
34. Kind of chairs or desks used?
35. Approximate size and arrangement of library?
36. Full time librarian? Part time? Assistant librarians? How is the work organized?
37. Number of volumes in library? Number newspapers? Number magazines?
38. Special office for librarian? Book repair work done?
39. Does school own the textbooks?
40. How are library books paid for?

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Fun with Marionettes

ALBERTA BEHELER
Teacher, Houston School, Greenville, Texas

THE Merry Marionette Club, Houston School, made up of second and third grade pupils, has created more interest, both in school and on the outside, than anything we have ever done. Time after time these pupils have had to be sent home against their wills. They beg to stay at school indefinitely. To give everyone a chance to take part, the children were divided into groups, and each child had a definite time to go back to the stage and practice.

At the beginning, the club was handicapped because of the prevalent idea that "it couldn't be done by second and third grade children"; but we disproved that opinion.

Besides little plays and skits written by the children, we had a lot of fun with modernized versions of "Hansel and Gretel," "Amanda and the Ghosts," "Little Red Riding Hood," "Snow White and the Seven Dwarfs," "Three Pigs," "The Three Bears," and "Little Black Sambo."

Interest in puppets was created when "Little Jean of France," by Madeline Brandeis, was read to the pupils. Our school carpenter made us a marionette stage. It is 6 feet high, 5 feet wide, and 30 inches deep, made of lumber and beaver board. One of the mothers furnished red velveteen for the curtains and a soft shade of green satin for the backdrop.

Instead of the stage's being open at the top, the marionettes were worked from the back of the stage, where the children stood on a bench to manipulate them. The stage was lighted at the top and a string of Christmas lights furnished the footlights. The pupils made the furniture for the stage. Rollers were placed under the stage so it could be moved from place to place. One of the mothers made two of the marionettes, some were bought with money won by P.T.A. attendance, and we made some of them at school.

In making a head for the marionette the desired character was molded of clay. Plaster of Paris and water were mixed to a thick cream and the contents were poured into a pasteboard box a little larger. Since plaster of Paris begins to harden in a few minutes, it should be mixed and poured as quickly as possible. When dry the mask of papier mache was lifted out of the mold and the edges trimmed off. To join the front and back, the edges were placed together and a strip of paper pasted over the joint between them. This was repeated until five plies had been pasted on to join the front and back of the head. Before putting these together a wire

was placed in the head, to which the rod was attached for the manipulation of the puppet. When unusual features were needed, such as a long nose or exceptionally fat cheeks, they were added by means of more layers of paper and paste. These heads were then painted with oil paints and hair pasted on. The wire in the head extended down into the neck to be connected with the body. Besides the rod controlling the center of the head, strings were attached to the hands, feet, and center back for bowing. All of these were fastened to one control which was so much easier for small children to handle than two controls would be. Black fish line was used for the strings. Some of the bodies were stuffed with cotton, but the hands and feet had to be



weighted down with lead or wood. Some of the bodies were made of wood.

We had officers in this little club as other clubs have and each one had his particular duty to perform. The advertising manager and helpers had a lot of fun advertising. The ticket manager and helpers made the tickets—printed them with a rubber stamp. Each child made his own paper money. The tickets were bought from the ticket booth. The four little pages, dressed alike in black and white satin suits, made by their mothers, took up the tickets and gave out the printed programs. The little ushers seated the people. A third grade boy was our accompanist and rendered special piano numbers in between scenes.

Children were chosen on the merits of their work. Any child in the room could give at least one part of each play—several could give all of the parts. To make a marionette act properly is as much an art as to construct the marionette or to give the script or to sing. The child may know the script perfectly but until he has practiced a long, long time, he will often forget it when manipulating the marionette. To make them dance and keep time to the music is, however, the biggest task.

Puppets and marionettes have entertained people since the days of antiquity. Piping voices have given life and character the world over to these miniature actors moved by hand. While modern art has become more fantastic, children's playthings have become more realistic. This trend in toys meets a demand created by the children themselves. For this reason marionettes have become more realistic than the Punch and Judy characters of yesterday. Besides the number of performances given in our own building to all the rooms and local P.T.A., we performed for the following clubs: Lions', Rotary, Exchange, and Dramatic; Senior High School, three times; District P.T.A. meeting; and Boles Orphans' Home, thirteen miles away. It was impossible to accept all the invitations extended us.

"Puppets, in some form have been a part of the dramatic picture of the people's theatre in every age of civilization. Here in America, there has been a decided lack of interest in the 'little people.' The work of preserving the tradition and technique of this ancient art has been in the hands of a few stalwart champions with their master showman, Tony Sarg, in the vanguard," said Alma M. Shaw, Director of the Federal Theatre Project, Oklahoma City, in a letter to me.

According to a recent survey made by the Research Department, there are more than one hundred marionette shows in the Southwest.

There are more than four hundred other companies who are thinking about starting work in puppetry.

Puppets are creative work. Boys and girls are as interested in puppets as in games, and this interest is the foundation of the educational value of puppetry. The child who is shy as he works the strings finds an outlet of expression. By making the puppet act and talk, he is in reality making himself do those things. Thus I found an ideal background for lasting educational accomplishments.

Need for 'Social Stocktaking'

Every American community needs a deliberate and conscious effort to provide more intelligently for those conditions which are essential to normal child development. Too frequently the profit motive, personal gain, and a good time are objectives which concern the average citizen more than goals for effective rearing of children. Too often supported agencies have been established without a policy or a plan and may be entirely inadequate to meet the needs of the community they profess to serve. There exists a definite need for a "social stocktaking" and extension of the services of such leisure-time agencies as the Boys Club of America, the Catholic Youth Organization, the Boy Scouts, the Girl Scouts, the Y.M.C.A., the Y.W.C.A., the Big Brother and Big Sister organizations, social settlements, playgrounds, etc. Co-ordinating the leisure-time programs of these agencies with the preventive efforts of the church, the home, the school and other community welfare agencies, will help to remove those conditions and relationships which handicap the lives of youth and from which emerge delinquent and criminal careers.—*Victor H. Evjen in Character and Citizenship*.

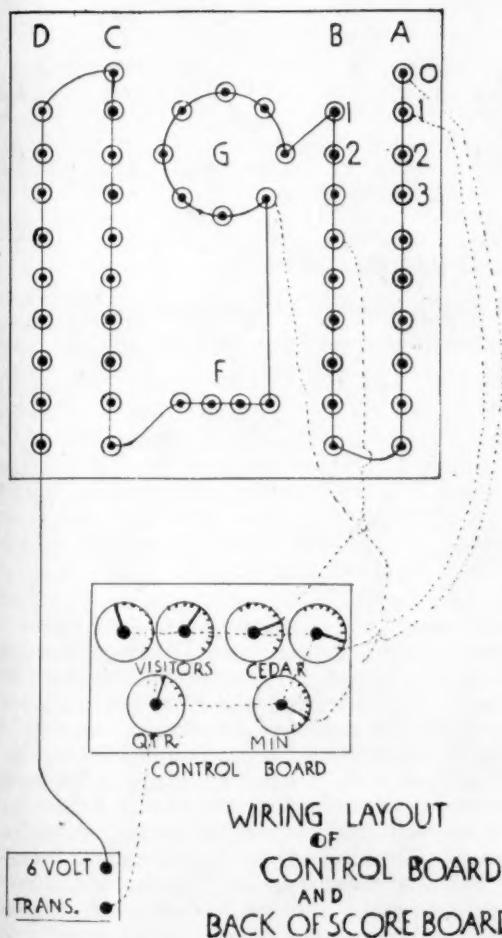
Once, I, too, conducted a poll. I asked a group of teachers what, in their estimation, had been their most successful piece of teaching during the year. A mathematics teacher told of her success with a short course on infant care; a basketball coach was most enthusiastic over his experiment in combining lessons in etiquette with public-speaking; a home-economics teacher was proudest of results obtained with a physical education group; a history teacher waxed eloquent about her nature-study club; while a music teacher claimed to be accomplishing the most in a Latin class she had dreaded to tackle. All of which, like some other polls, may or may not accurately indicate the trend of the times.—*Maureen Faulkner in Alabama School Journal*.

An Inexpensive Electric Scoreboard

MANY of the advertised electric scoreboards are beyond the budget of the average small high school. Many school men may welcome a plan that calls for an actual outlay of between twelve and fifteen dollars, depending on the distance of the control from the scoreboard.

We secured a piece of one inch plywood, 5'x4'. Fifty-one 6.8 volt radio pilot lights and sockets were purchased from a Chicago wholesale radio supply house at a total cost of about five dollars.

The boys in the school shop mounted the pilot light sockets to the board, soldered a wire to a common side of the socket so that



all the bulbs had one common lead from one post of a 6 volt A.C. transformer.

The accompanying diagram illustrates the method of wiring used.

DICK VANDER KOLK
Science Teacher, Cedar Springs, Mich.

The back side of the board was chalked off into 6 divisions and labeled A 0-9, B 0-9, etc. The boys in the shop carefully measured the distance from the scoreboard to the con-



THE SCOREBOARD IN USE

trol board and soldered one end of each wire to the inside post of the radio pilot light sockets and labeled the end A 1, A 2, etc.

Each one of the 50 wires leading from the scoreboard was thus soldered, cut off, and labeled.

The wires were then gathered together, along with the No. 20 rubber covered copper wire and grouped together to form a cable by taking a wire and wrapping it around the other wires. The cable was approximately $\frac{3}{8}$ of an inch in diameter and was easily concealed behind the molding around the gymnasium floor.

Our list of materials included:

5 pounds No. 20 double cotton covered wire for our 60 feet of cable

6 tap switches

1-6 volt A.C. transformer

50 radio pilot light bulbs and sockets

1 plywood panel 4'x5'x1", and a few other items available in the school shop and laboratory such as: solder, soldering iron, and $\frac{1}{4}$ plywood to make the control board

The transformer was mounted in the control board box, and the boys constructed a container equipped with a padlock to house

CEDAR SPRINGS

VISITORS

01	10	10	8	07	01	10
02	20	20	06		02	20
03	30	30	05		03	30
04	40	4			04	40
05	50	MINUTES TO PLAY			05	50
06	60				06	60
07	70	QUARTER			07	70
08	80	0	0	0	08	80
09	90	1	2	3	09	90

ILLUSTRATING THE MAKE-UP OF AN ELECTRIC SCOREBOARD

the control box when it is not being used to prevent its being tampered with.

The project provides practical experience for the boys who are interested in electricity and makes a lasting and valuable addition to the school.

The American school is and has been a great institution, and it has contributed powerfully to the development of American society. But the American school has emphasized more the giving of opportunity to the individual than the inculcation of a sense of social responsibility. Historically, it seems to have been carried on more with reference to the idea of impressing upon them their duty to the community. The American school may well continue and extend this factor of individual opportunity, but it will not be doing its whole job until, much more adequately than it does now, it impresses upon our youth an ideal of a greater and better American community and enlists them wholeheartedly in the fight to bring that community into existence.—*Edward H. Reisner*.

The ultimate victory of tomorrow is with democracy, and through democracy with education, for no people can be kept eternally ignorant or eternally enslaved.—*F. D. Roosevelt*.

The Philosophy of Cubbing

(Continued from page 157)

the back yard Den, the infrequent outings, all these open the way for closer Den association. Perhaps two-thirds of the adult leaders in Cubbing are fathers of Cubs. This is the age for the Dad who wants to have influence and real understanding with his son in the later teens. This is the early association which makes the latter possible.

Cubbing has become much more than just a younger boy program. It has, in the very short space of time since its inception in 1930, earned for itself a recognized place in the American home. Educators praise it for its methods and for its simple, workable ideals. Parents find it a helpful influence in developing a fine, happy relationship between them and their sons. Scouters favor it because Cubs find themselves in Scouting more quickly. Most important of all, the Cubs themselves take delight in its program of natural activities which provide fun and more fun in reaching outward and upward into life. The entire organization exists for the sole purpose of furthering and promoting the activities and associations through which the leadership seeks to make effective the ideals of the movement in the life experience of the boys.

The Affirmative Rebuttal Plans

RESOLVED: That the United States Should Establish an Alliance with Great Britain.

THE average person feels that essentially there is no great difference between a good public speaker and a good debater. However, anyone who is acquainted with the methods and teachings of effective public speaking will realize fully that there is a difference, and the sooner the debater realizes that this difference exists the quicker he will begin his active development as a debater.

What then is this great difference between a public speech and a debate speech? The average public speech is worked out carefully in advance to meet and defeat a given set of known existing conditions. If these conditions change a day or two before the speech is to be delivered, the speaker changes his address accordingly. The good debater also has a well written speech, well worked out in advance. This speech, however, is constantly subject to change or modification. At any moment, a statement of an opponent may change the entire plan of the debater's speech. This ability to change and modify a speech is an absolute essential to any growing debater. In order to be able to adapt his speech to his opponent's, he must sacrifice much in the smoothness of his speech. Practice, however, will restore much of this lost fluency.

It is during the speech known as the rebuttal, that the good debater discards all rigidly established plans. By virtue of his vigorous style of speech and his complete adaptations to the arguments of his opponent, he tears down the case of the opposition.

Many authorities in debate feel that it would be a step in the direction of progress to eliminate, to completely eliminate, constructive speeches and have merely rebuttal arguments. This might be a desirable objective, but from a practical point of view it will fail. The constructive speeches are essential because they give the debaters a basis in fact, to use during their period of rebuttal.

It is in the rebuttal period that the debate actually gets underway. In this period, attacks by the opposition are the rule and not the exceptions. When the debater is under this pressure from his opponents, his real skill as a debater comes out. It is here that the debater shows his ability to think for himself, to meet the arguments of his opponents, and to defeat them. Truly it is the rebuttal speech that tests the debater's ability.

It will be the purpose of this discussion

HAROLD E. GIBSON

Coach of Debate, MacMurray College for Women, Jacksonville, Illinois

to see just how the affirmative may successfully meet the arguments of the negative.

The first thing to do when planning the affirmative rebuttal material is to determine the points of weakness in the negative case. When the three main weaknesses in the negative case have been selected, the affirmative should make every effort to drive the negative upon their weaknesses. If the affirmative selects the weaknesses of the negative and fully prepares to attack those weaknesses, the result will be a rebuttal plan that will be effective. Some of the major points of weakness in the negative case are:

There is a great amount of similarity between the people of the two nations. The negative have one point against them in the fact that the people of these two nations have such similar traits and common ancestry. It is an old saying that "blood is thicker than water" and this saying still holds true. In the case of Great Britain and the United States, however, this statement is doubly true.

Some of the points of similarity of the two peoples are: (1) a common and almost identical ancestry; (2) customs that have evolved from a common origin or have been copied by the United States directly from Great Britain; (3) both nations have a common form of democratic government; (4) common ties of language; and (5) both nations are creditor nations.

The affirmative has one of its strongest arguments for the establishment of this alliance in the fact that we do have such common interests. Certainly the negative cannot point out any other nation that would provide a better ally for the United States.

Our foreign policy is based upon an antiquated set of conditions. The negative speakers have a weakness in their case because of the fact that the foreign policy of the United States has been designed to meet an ancient set of conditions. Our policy was formed at a time when the United States wanted little, if anything, to do with Europe. We were a borrowing nation, and not a lender as is the case today. We neither needed nor wanted any aid from any European nation, while today we need friendly relations with Europe. We were a small unimportant nation, while today we are the most important nation in the world. These changing conditions make

it very difficult for the negative to defend our existing foreign policy.

The recent growth of Fascism makes co-operation with Great Britain essential. One of the greatest weaknesses in the case of the negative lies in the fact that Fascism is spreading into South America. Brazil is already Fascist and other nations are heading in that direction. This growth means that South America will become the ally of Germany and Italy instead of the United States. How can this growth be stopped? It cannot be stopped by the United States alone, but we must have the protection of Great Britain standing as a fortress against German and Italian expansion. This can best be supplied through the proposed alliance. If we wish to save democracy, then we must form this alliance.

SAMPLE AFFIRMATIVE REBUTTAL ARGUMENTS

Below you will find a group of arguments that will appear in practically every argument upon the negative side of our debate question. They will probably not appear in exactly the same form as given below, but they are so essential to the negative case that they will appear in some form. Below each argument will be found an effective method of dealing with the argument.

Negative Argument. Throughout history it has been the policy of the United States to keep out of the affairs of other people and we should continue with this policy.

Affirmative Refutation. The negative have taken the stand that it has been a historical policy of the United States to keep out of the affairs of other nations. Let us look at a few examples in history to see if we have kept out of the affairs of other people. In 1823, when the Monroe Doctrine was announced we were dealing with the problems of a European Alliance. During the Mexican War we were not tending to our own business as closely as we could have been doing. When we fought the Spanish-American War we were dealing in problems outside our country. It is true that we refused to enter the League of Nations, but in 1922 President Harding signed a whole series of treaties which applied the League of Nation's principles in the Far East. Again in 1931 Secretary of State Stimson again agreed almost entirely with the principles of the League. Thus we can see that the traditional policy of the United States in minding its own business and not mixing into the affairs of other nations is rather weak.

Negative Argument. There is no need for an Anglo-American alliance, at least in so far as the Far East is concerned.

Affirmative Refutation. The negative have taken the stand that there is no need for an

alliance between Great Britain and the United States, especially as far as the problems of the Far East are concerned. Now let us consider the stand that our government has taken in the Far East during the last few years. If this policy can be justified by logic and wisdom then no sound argument can be made against the alliance. We can see that our policy has not brought the desired results in curbing the imperialistic development of Japan. If we cannot stop this development alone, we then need an ally. The only logical ally that the United States could select would be Great Britain. Today Great Britain is so busy in Europe that she is unable to give the attention to the Orient that she would like to give. With the alliance the United States could focus her attention on the Orient, which is her main field of influence, and Great Britain could focus her attention upon her main field of interest, which is the development of dictatorships in Central Europe.

Negative Argument. The best solution for the United States is to pursue a policy of strict neutrality in time of war instead of following the policy of forming an alliance with Great Britain.

Affirmative Argument. The negative are maintaining that the best policy for the United States is to remain neutral during periods of war in other nations rather than to form an alliance to stop such wars. Walter Lippman, writing in *Foreign Affairs*, points out that the concept of being neutral during a great war for the mastery of the entire world is non-existent. In order for our nation to remain neutral in a great war between Germany and say Great Britain we must remain friendly to both nations and believe that it makes no vital difference to us which side wins the war. It is true that we could easily be neutral in a war between Paraguay and Bolivia for truly we do not care which side wins the war, but in the war between Great Britain and Germany we would have an interest in the outcome. This interest would make it impossible for the United States to remain neutral in any great war.

Since it would be impossible for the United States to remain neutral in any big war, it seems that the best policy would be to ally itself with the strongest nation in the world. That nation is Great Britain, and with the United States and Great Britain as allies no combination of nations on earth could defeat them in war.

Negative Argument. America should develop a nationalistic policy because she cannot hope to keep peace throughout the entire world.

Affirmative Refutation. The negative wishes to rely upon a policy of nationalism because they feel that the United States cannot keep

(Continued on page 171)

Bringing Christmas Cheer into the School

FOR at least a decade the Arcanum School, Arcanum, Ohio, has attempted to bring Christmas cheer to its student body each year through Christmas songs, programs, decorations, and small treats.

Elaborate decorations in the main hall of the school have played an important part in spreading the spirit of the season. These decorations are planned, purchased, and arranged by the students, with the co-operation of teachers.

During the past three or four years the Assembly Committee of the school has assumed responsibility for the decorations together with the Christmas program. About the first of December, the committee devotes at least one of its weekly meetings to planning for the occasion. Each year the general plan of the decorations is changed or modified. To do this members of the group submit various suggestions from which a plan is drawn. After a survey is made of usable material left from previous years, a committee is appointed for purchasing and making the necessary things for the current season.

One week before the dismissal for the Christmas holidays, the committee puts up the decorations. As the school has a spacious hall on the main floor of the building, the outstanding features of the decorations are centered on this floor near the front entrance.

The accompanying illustration is a photo-

G. G. STARR

*Superintendent of Schools,
Arcanum, Ohio*

graph of last year's decorations. This was taken, developed, enlarged, and printed by one of the members of the Junior Class.

It is possible, with some thought, to make decorations realistic. In the picture the chimney was a permanent trophy case, which was covered with brick paper. In front of this, is a portable fireplace, which was constructed by the Industrial Arts Department. This fireplace, because of its portability, has been used in numerous plays. It contains an artificial log fire which was designed and made by students. The window on the right is a bulletin board covered with paper on which window frames and sashes were painted. Curtains and window shades were added to produce natural effects.

Two beautiful matched trees were selected and decorated as a part of the plan. On the improvised chimney hangs a picture of Christ, while on the fireplace mantle are electric candles to add to the Christmas idea.

A more realistic atmosphere was attained by placing an easy chair, floor mat, and magazine rack in front of the fireplace.

In the past, the plans have included a radio over which were played Christmas carols by the use of the school amplifier. These were played at assembly and dismissal of school during the week. A large revolving Christmas tree with blinker lights has been a favorite on many occasions.

Another feature of the week was a Christmas program presented by the Assembly Committee just before the dismissal of school for the holidays. After the program, all students marched out of the auditorium past the Christmas trees where Santa Claus handed each a small chocolate image of himself.



THE STAGE SET FOR CHRISTMAS

Origin and Development of Extra-Curricular Activities

(Continued from page 148)

cussed by all. I was present on an occasion of the kind, and had the pleasure of hearing a good deal of youthful parliamentary eloquence. The teacher who officiated as chairman had, however, reserved to himself the right of absolute veto. The monitors, who are termed officers, are elected by the pupils. I was told that this disciplinary system was found to work well, but according to my opinion it is not one which would be advisable to imitate."³

Even before this date, student participation in government was an accepted part of the school life in many New England schools. In 1832 there was established at the Hartford Female Seminary an honor system which was fairly successful. A monitorial system had been adopted in the New York High School as early as 1825. And papers were being read by educators at meetings of teachers, in which the merits of various systems of pupil participation were debated.

Among the most prominent activities of the early high schools, probably borrowed from the academy, were the "Rhetorical Exercises." The practice was very general and was as a rule provided for in the "Course of Study."

Exercises in declamation and composition were required at stated intervals, weekly, fortnightly, or monthly. In addition to the frequent regular exercises, many schools held public rhetorical exercises monthly, quarterly or semi-annually. A few held public "rhetoricals" every two weeks regularly throughout the school year. A typical order of exercises for one of these meetings was:

1. Declamation
2. Declamation
3. Declamation
4. Oration
5. Declamation
6. Debate
7. Criticism for the evening

Closely related to the work in declamation and debating in the school itself was the work of the lyceum which, as a rule, was independent of the school. It was a community organization designed for the improvement of both young and old in literature, science, and other cultured subjects. Occasionally a lyceum was established in the school or in connection with the school. The influence of the college was felt in 1859, when one of these societies became known as the "Sigma

³ Siljstrom, "Educational Institutions of the United States." Page 2158.

Phi Society"; this Greek letter influence has grown in honor societies.

The emphasis was upon the intellectual type of organization—the athletic club was not in strong demand. This was a reflection of the educational objectives of the day. There is a reference made to the base ball club at Worcester in 1859. This club through no little difficulty finally scheduled a game and was victorious because it had the advantage of a very splendid "thrower."

One of the most significant activities of the early high school was that of the high school paper. A number of schools have preserved bound volumes of manuscript papers, prepared to be read before the school at regular intervals. The best examples of such are two papers edited by the Girls' High School of Portland, 1851 to 1863. The two papers were acknowledged rivals and served as a medium of expression of student opinion as well as the presentation of choice bits of poetry, essays, jokes, and school news. The final stage in high school journalism—the printing and distribution of copies was not practiced generally.

The first public exercises of the early high schools had their origins with the Latin grammar school and the academy. The chief pub-

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lic exercises that were definitely recognized by the authorities of the school were the public examinations, the annual exhibition, and the graduation exercises. These were considered an important part of the school program.

THE SITUATION AT THE BEGINNING OF THE TWENTIETH CENTURY

In an announcement of a certain high school at the beginning of the twentieth century, we read, "The high school can take no responsibility for the social life of the students; this responsibility must be assumed by the home." This pretty nearly tells the story of educational philosophy as it governed the thinking of educators of that day. The conditions in our schools at that time were due to the history and traditions of these schools. When our colleges and secondary schools were established, there was little need for extra-curricular activities, just as there was little need for many of the elements of our modern curriculum. Physical training was provided for on the farm and in the home. Health and vigor were assured through the essentially outdoor life of a rural environment in a pioneer community. Life was lived in a simple manner, with few social attractions and few social relationships. The simple pleasures of the home took the place of modern day commercialized amusements. Society was simple, great civic and business problems had not risen to such proportions as they now have. The pupils of secondary schools and colleges were a select group preparing for professions.

Athletic sports had little place in the schools. Practically all the modern forms of popular athletics are of comparatively recent origin. After the Civil War, an English writer had this to say in his description of American undergraduate life:

"The utmost physical recreation seemed to consist in a country walk, and I doubt if even this was common. This absence of desire for physical sports seems more or less common throughout America, and it is very strange in the eyes of those accustomed to the exhibition of animal spirits in the English youth of both sexes."

This situation, although not quite as bad as represented by this English writer, was the picture at the dawn of this century, and it was naturally so. The schools were leading the simple life with the development of the intellect—"the training of the mind"—seemingly the whole aim of education. Many of our scientific findings relative to ways of learning, the curriculum, and individual differences were unknown then and to our way of thinking modern education had really just begun.

The traditional practices of this period were overcome not by the schools and their facul-

ties, but through the efforts of the students themselves. Students interested themselves in the organizations and activities of the community and developed similar activities within the school. These activities were met with opposition. Some schools passed rules prohibiting athletics, others abolished certain sports, and others tried to keep social organizations from forming. This was truly an age of intolerance.

THE PLACE OF EXTRA-CURRICULAR ACTIVITIES TODAY

No one acquainted with educational practices today would question the important place which is being filled by the student activities outside of the class room. In the words of Fretwell, "whether we like it or not, a long list of extra-curricular activities have come to exist in our junior and senior high schools." Modern day educators are coming more and more to capitalize on these activities and turn them to accomplish the ends of education which they seek for the pupil. Hardly a school exists today without some form of extra-curricular activity fully recognized by the faculty. This is the co-operative age in extra-curricular activities, the period when the activities black sheep has been taken into the fold.

A list of the activities which are now accepted would be quite long. The many activities receive their justification for their place in the school program in the following statement:

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GOOD HICKORY STAVES—flat type 1 $\frac{1}{8}$ to 1 $\frac{3}{4}$ " wide 60c each; \$6.00 doz. LEMONWOOD—flat or sq. staves \$1.25 each; \$12.00 dz. Alaska spruce shafts \$3.25 dz. WHITE BIRCH SHAFTS \$1.60 per 100; brass tips \$1.60 per C; Colored nocks \$2.25 per C; No. 2 barred pointers 60c per C; colors 80c. All size targets and faces. Prompt delivery. Our folder free.

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"It seems to all of us, I hope, that it is the business of the educator to arrange the whole educational situation so that the pupil has a favorable opportunity to practice the qualities of the good citizen here and now with results satisfying to himself. At the same time I believe that we can see that one of the most favorable opportunities—possibly the most favorable opportunity, is in the field of the school's extra-curricular activities."⁴

TRENDS—WHERE ARE ACTIVITIES GOING?

Just where are activities going in the life of our school? We have seen them develop into a part of the educational system which approaches the equal of the curriculum. Studies have shown that teachers are called upon to give more time to extra-class duties. What will the extra-curricular program of tomorrow be, is indicated by the following principles which point out the direction which they are taking:

1. Activities are finding a place on the schedule.
2. Office record and report forms are being evolved.
3. Extra-curriculum activities are being taken into the curriculum.
4. Specific training in extra-curriculum activities is being demanded of teachers.
5. Adequate systems of handling finances are being evolved.
6. Athletic abuses are being eliminated by well balanced activities programs.
7. Point systems of control are being evolved.
8. Supervision of extra-curricular activities is being developed.
9. In some schools credit in extra-curriculum activities is being required for graduation.
10. Organized courses in extra-curriculum activities that "lead on" from grade to grade are being developed.
11. Measurement of outcomes is being achieved.
12. Guidance through extra-curricular activities is developing.
13. The solution of many of the problems connected with the extra-curricular activities are being sought through scientific research.⁵

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⁴ Fretwell, "Place of Extra-Curricular Activities in Education, School and Society. Vol. XXI, pp. 633-639.

⁵ Joseph Roemer, "Tendencies in the Development of Extra-Curricular Activities" in School Review, Nov. 1933.

Social-Physical Leisure

(Continued from page 156)

truly been all inclusive in the light of what we are trying to do as compared with the term *Social-Physical Leisure*.

During these years of transition with an ever greater amount of inter-dependence calling for government planning, with its tendency to make society more complex, we have come to consider a concept of time often referred to as leisure. The school has long been considered a logical institution of society for transmitting and preserving our social heritage—therefore, it is quite natural to ask the school to give preparation for the wise use of this new time concept, called "leisure."

To use an all inclusive term that truly covers all that has commonly been blanketed by the term *Intramural Athletics*, I suggest the title, *Social-Physical Leisure*. Aside from placing the program in the better graces of educational administrators, who are inclined to frown upon programs that give mistaken ideas regarding content, the suggested title would be strictly in keeping with the many fine activities that have wisely found their way into our programs.

The director in charge of *Social-Physical Leisure* would still find the bulk of his program in the field of athletics because the experiences offered in that type of activity seem to meet the objectives for worthy use of leisure time for the masses better than does any other organized activity. There need be no changes in units of competition; both the group and individual competition would continue. However, such activities as hiking, skiing, skating, tobogganing, camping, craftwork, dancing, etc., must be included in the program. These recently added, desirable activities can be termed athletics only by the maximum stretch of the imagination, yet they equally well fulfill the objectives of *Social-Physical Leisure* and deserve to be included in both the group and individual sweepstakes method of scoring so commonly used in our present *Intramural Athletics*.

According to Dr. Jesse Feiring Williams, the objective of athletic competition is to provide an opportunity for the individual to act in situations that are physically wholesome, mentally stimulating, and socially sound. All activities I have mentioned represent the worthy use of leisure time. The program should continue to remain extra-curricular, occupying that middle ground between the required physical education and the highly organized, competitive inter-school athletics. All of these activities meet the objectives. The whole program aims at a worthy use of leisure. Why not give this commendable program an educationally respected, all-inclusive title, *Social-Physical Leisure*?

Affirmative Rebuttal Plans

(Continued from page 166)

the peace of the world anyway. It is true that we probably cannot act as a policeman for the entire world. On the other hand, the United States has a great amount of power that she should exert to keep the peace of the world. The power of the United States combined with the power of Great Britain through an alliance would do much to promote the peace of the world. Since we can be of service to the world through the use of our power, we should not attempt to develop the unobtainable goal of a nationalistic state.

Negative Argument. The United States cannot expect to receive any additional security through an alliance with Great Britain.

Affirmative Refutation. The negative have advanced the argument that the United States cannot expect to receive any security through the establishment of an alliance with Great Britain. When they make such a statement they completely forget the great advantages that will go to any nation in time of war that has both the vast financial resources and the large navy of Great Britain on its side. This is exactly what would happen if the United States would form an alliance with Great Britain.

Although the negative have a tendency to discount the value of the aid that Great Britain could give, we are of the opinion that a combination between the United States and Great Britain would make the strongest alliance known to the modern world.

Negative Argument. The United States need not be affected by the wars and depressions of Europe if she will maintain a policy of isolation and minding her own business.

Affirmative Refutation. The negative seem to think that the United States can keep out of the affairs of Europe and that wars and depressions there need not affect our country. On this very point ex-President Herbert Hoover said on April 15, 1938, "It seem unnecessary to state to an American audience that we are not isolated from the fateful forces that sweep through Europe. In 1917 we were directly enmeshed in Europe's great war. And you will not forget the fact that in 1931, after we had started to recover from our home-made slump, we were plunged into the deepest world-wide depression until then known to our history by the financial panic which swarmed out of Central Europe." We can see that even when we were attempting to keep out of the affairs of Europe they still had their effect upon our country and will continue to do so in the future.

Negative Argument. From an economic standpoint there is no reason why the United

States should have an alliance with Great Britain.

Affirmative Refutation. The negative do not feel that there would be an economic advantage to the United States to form an alliance with Great Britain. They fail to consider the strong ties between the two nations economically. In speaking upon this point Francis P. Garvan says in the *Nation*, "They (England) control our fire insurance. Through Morgan they control our life insurance. They control shipping, and I have said they control practically every product we need from abroad." Now when Great Britain controls practically every important product that we need and yet do not produce, we need an alliance to guarantee that these products will be available in the event of war.

Negative Argument. There is no way in which the United States could help in the drive to curb the growth of Fascism.

Affirmative Refutation. The negative team seems to feel that there is no way in which the United States could help to stop the growth of Fascism. We feel that they have disregarded the advice of many great international thinkers when they make such a statement. An editorial in the March 5, 1938, issue of *Nation* says, ". . . Hitler, like Mussolini and Japan, is weak. If the industrial democracies make this fact the key to their policy, and are willing to pool their own economic strength to maintain the peace of the world, they would discover a new principle of international order." Since Germany, Italy, and Japan are relatively weak nations it seems very logical that a combination between the United States and Great Britain is our answer to the problem of stopping the growth of Fascism.

(Harold E. Gibson's "Case Against the Anglo-American Alliance" appeared in *SCHOOL ACTIVITIES* last month.)

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News Notes and Comments

Case of Billy Roberts Reversed and Dismissed

The District Court of Pontotoc County, Oklahoma, granted a writ of mandamus to compel the Board of Control of the Oklahoma High School Athletic Association to annul and cancel a ruling against the eligibility of Billy Roberts, of Holdenville, Oklahoma, High School. The case was appealed to the Supreme Court of the State of Oklahoma, where the decision was reversed.

Boys Clubs is the official publication of Boys' Clubs of America, Inc. For a sample copy, write Sanford Bates, Executive Director, 381 Fourth Avenue, New York, N. Y.

Gilmore C. Aarestad writes: "My article, 'Making the Mimeographed Paper Artistic,' which appeared in the September number of *SCHOOL ACTIVITIES*, resulted in a deluge of requests for copies of our newspaper, requests from all parts of the United States."

Because vocational guidance and vocational education are confused in the minds of many, a statement of their relationship is necessary. Vocational guidance is concerned with the entire problem of adjusting the individual to occupational life, while vocational edu-

cation is concerned with training him in the skills, the related knowledges, and the social understanding for a specific occupation or groups of related occupations.—*Occupations*.

Boys Town, Nebraska—This is an actual, legally incorporated township, ten miles west of Omaha on the Lincoln Highway. Its boy Mayor and its six boy Commissioners are regular municipal officers, entitled to membership in the Nebraska League of Municipalities.—*Youth Leaders*.

Mr. A. A. Brown, Principal of the Fort Morgan, Colorado, Junior-Senior High School, prepared for his class in extra-curricular activities at the Colorado State College of Education the past summer, a very useful bibliography of material published since 1935. In reply to our request concerning the availability of this set of references, Mr. Brown informs us that he has a limited number of copies which may be had for twenty-five cents to cover mimeographing and mailing expense.

The companion periodicals, *School Review* and *Elementary School Journal*, published by the University of Chicago, are keeping up their good work under new and attractive covers.

New York City—Miss Edith M. Kempthorne, national field secretary of the Camp Fire Girls; Mrs. Oliver Harriman, chairman of the Membership Committee; Bebe Frary, 13-year-old Camp Fire Girl; Miss Cora Anthony, director of the A&P kitchen; and Lester F. Scott (left to right), pictured around the table as Bebe serves them the "streamlined" meal which she prepared in 30 minutes in the Camp Fire Girl cooking competition, September 22nd, which marked the opening of the national membership drive.





We'd guess that this "Clock Shop" is prospering. Most of the wall clocks are made out of paper plates and their weights are pine cones. The baby at the left is listening to the chimes of the large "grandfather." This photograph came to us from Frederick James Moffitt, Superintendent of the Hamburg, New York, Public Schools.

Radio Station WBOE, believed to be the first broadcasting station used exclusively for educational purposes by a local school system, is now in successful operation in Cleveland. The station is maintained and operated by the Cleveland schools. Approximately sixty schools are equipped to receive the programs and the remainder of the city's 150 schools will be so equipped in the near future.

—Ohio Schools.

Macksville (Kansas) High School Student Council

The Macksville High School Student Council gained recognition Friday, November 4, when it gave a demonstration before a large group of superintendents and principals at the Hutchinson section of the Kansas Teachers Convention.

The group of educational administrators assembled in the Hutchinson Senior High School building for the program of Student Government of which Superintendent H. E. Zimmerman was chairman. An attempt was made to arrange the program so as to give a cross section of student government in the

various types of high schools in Kansas. Each speaker explained the functioning of the student government in his own school and then attempted to answer any questions the audience cared to ask. The program reached its climax when seventeen members of the Macksville High School Student Council, together with the sponsor, Principal Harvey, entered the assembly and took seats which had been reserved for them. Jack Fitzsimmons, president, and Betty Lou Chaney, secretary, took seats at the front facing the assembly. The president called the council to order, and the meeting proceeded as in regular session.

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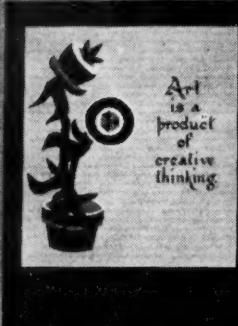
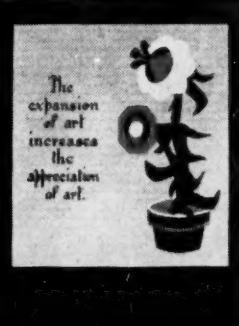
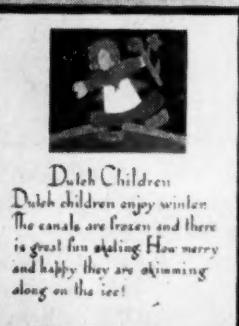
Right—An exhibit of some of the projects of the Advanced Manuscript Club of the Louis Agassiz School, Cleveland. Pretty good for fourth, fifth, and sixth grade pupils, eh? This photograph, and that on page 175, were sent by Principal Vieva Deike.

Athletic Standards

Under the caption, "Athletic Standards for Academic Accrediting," the Oklahoma State Department of Education includes in "Standard No. XIII" the following sections:

1. The program of extra-curricular activities should be organized and administered so as to contribute to one or more of the cardinal objectives of secondary education. Questionable practices in interscholastic athletic contests and one-sided and unbalanced activity programs shall be considered sufficient cause for not accrediting a school system.
6. The number of interscholastic games scheduled weekly and during a season should be definitely limited to a reasonable number. Under ordinary conditions not to exceed one interscholastic game in each major sport should be scheduled weekly. The "Certificate of Eligibility" and the "Individual Participation Record" of each pupil should be kept up to date, on forms provided by the State Athletic Association.
7. No interscholastic athletic contest should be scheduled on a day or night preceding a school day (holidays excepted). Games played during the school day should not interfere unduly with the classroom work.—*Texas Interscholastic Leaguer*.

The 1938 Convention of the Texas Association of Student Councils, which was held at Waco on April 8 and 9, was reported faith-

<p>ABCDEFGHIJKLMNO QRSTUVWXYZ</p> <p>abcdefghijklmnopqrstuvwxyz</p> <p>1234567890</p> <p>Donald Gates</p> 	<p>ABCDEFGHIJKLMNO QRSTUVWXYZ</p> <p>abcdefghijklmnopqrstuvwxyz</p> <p>1234567890</p> <p>Betty Piper</p> 
 <p>Dutch Children Holland children wear very picturesque costumes that are very brilliant in color. Their wooden shoes are adapted to their environment.</p>	 <p>Dutch Children Dutch children enjoy winter. The canals are frozen and there is great fun skating. How merry and happy they are skating along on the ice!</p>
<p>WE OUGHT TO HEAR AT LEAST one little song every day read a good poem see a first rate painting and if possible speak a few sensible words.</p> <p>Goethe</p>	<p>FRIENDS Children who are friends of little birds and flowers Learn that every day is filled with happy hours.</p> <p>Robert Parisian</p>

fully by a mimeographed bulletin to all interested high schools in that state. Supt. H. I. Torrance was sponsor.

National Self Government Committee

A survey recently conducted by the National Self Government Committee of New York indicates that present educational methods in the United States have failed to develop the body of effective citizens our democracy needs because students are not given a realistic view of the technique of political parties and government.

The committee sent inquiries to a group of

two hundred distinguished educators in all parts of the United States. One hundred and twenty-three replies were received. An analysis of the replies showed these educators to be particularly critical of present methods of training teachers and of the failure to educate students in politics. All agree to the necessity of inspiring and equipping young Americans with the knowledge necessary to make them effective citizens. Ninety-four per cent approved of the specimen type of examination questions prepared by the National Self Government Committee which would indicate whether a student was thinking along lines of alert citizenship.

When selecting plays, many superintendents and teachers have felt it worked somewhat of a hardship to have to pay for material which they could not use. For many

years, it was a universal rule among play publishers not to send plays on approval. For some good reasons, their stand was justified. However, some are now taking a different view, and are testing on royalty plays only an exchange plan.

Live as with God; and whatever be your calling, pray for the gift that will perfectly qualify you in it.—*Horace Bushnell*.

Camp Fire Girls Cook Suppers

Two hundred fifty thousand Camp Fire Girls throughout the country learned to cook Sunday night suppers for their families this fall to celebrate their membership campaign and a major part of their organization's program. Each meal took only thirty minutes to prepare and was served on the evening of October 16th.



The Advanced Manuscript Club of the Louis Agassiz School, Cleveland, Ohio. The pupils are eligible to membership in this organization when they have, in the Beginners Manuscript Club, learned to write the alphabet, both small letters and capitals, in true manuscript form. Each member begins his series of projects with simple verses and progresses at his own rate. These clubs meet once a week for a forty-five minute period.

The Shepherds

Do you recall our early "human shadow plays" in which we placed a sheet across a doorway, a lamp at the rear, and then "jumped over the moon" or presented silhouettes (camouflaged with false noses) to be identified by the other children out in front? Here is illustrated a higher and more educative development of this earlier type of amusement.

"The Shepherds" is one scene from a human shadow play, "The First Christmas," presented recently at the Cleveland Museum of Art by pupils from the Fairmount Junior High School and the Saturday morning music classes of the Museum. The Bible story was read and Christmas carols were sung.

This illustration is from "Shadow Plays and How to Produce Them," by Winifred H. Mills and Louise M. Dunn, just published by Doubleday, Doran and Company, Garden City, New York. This excellent book is a complete practical guide to cutout and human shadow production.

Why not include a few "shadows" in some of your programs this year?

The National Duplicated Paper Association, formed in 1934 at Central Normal College, Danville, Indiana, has enlarged its scope and purpose to include a wide range of services in its field.

Disapproves of Boxing as Interscholastic Sport

Whereas: There seems to be an increasing tendency to promote interscholastic boxing in some communities and on the part of some individuals, and

Whereas: That activity on such a highly competitive basis is known to be potentially dangerous to the welfare of boys participating,

Be It Therefore Resolved: That the Society of State Directors of Physical and Health Education disavow all intention to give support to this development and recommend that

school officials in positions to control boxing matches between school teams, eliminate this activity from their athletic programs, and

Be It Further Resolved: That this Society encourage the National Federation of High



School Associations to establish an official policy disapproving boxing as an interscholastic sport.—James E. Rogers, Secretary, Society of State Directors of Physical and Health Education.

Good teaching trains an active mind to run under its own steam.—Selected.

After School--What?

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Have You Read These?

BY THE EDITOR

If you are convinced that the fall is the time to hang up your hoe and trowel, you won't be interested, so skip it. However, if you are open-minded, and especially if you are looking for something to brighten up your home or your cell, pardon us, your schoolroom, by all means look up Fae Huttenlocker's "Indoor Gardening Guide" in *Better Homes and Gardens* for November. Here's a story of blooming beauties for Thanksgiving, Christmas, Easter, and all the days between—a story of bulbs. She tells you what, how, when, and where to plant, and she illustrates these details. Here's an article to guide your school group in scheduling and growing its winter posies.

"Back in the days when the season ended on Thanksgiving, there was a college sport called football. But only old alumni remember it as a sport, for today it has become Big Business, hypocritical as Snow White's stepmother—a 50-million-racket that wears out turnstiles, amateur rules, and educational standards." So begins "College Football is a Racket" in *Look* for November 22. Scholarships, athletic farms, summer tryouts, press agenting, concession monopolies, loans to athletes, re-sales of tickets, and other undesirables are evidenced with names and illustrated with photographs.

How'de like to teach in this school? Limited enrollment; libraries—books, stills, films, slides, and phonograph records on every floor; an attractive restaurant with private booths; perambulatory dictaphones and carried two-way radio phones; photoplay, radio, and television devices; a teachers' hangout; fifteen minutes between hour-long periods; a social substitute for the principal; and salaries commensurate with the principal's \$25,000? These are a few of the characteristics and items of equipment of Max J. Hertzberg's "Utopia High School, Erehwon, U.S.A." *The Clearing House* for October.

What is your first thought when you look back on your teaching experience? Subjects? Settings? Failures? Successes? Salaries? In his "Fifteen Years," *Journal of the National Education Association* for November, John Mackenzie looks back a bit and recalls some of his students—awkward, friendly Tom; spoiled, athletic Caleb; alert and talented

Rose; uncompromising and cocksure Jim; versatile and efficient Kay, and others—probably all of whom you can match from your own experience. Here is an appealing article that will help you to reminisce successfully.

IF—

You are interested in reading, and you should be because most of your work is based on it, see the "Reading" (October) number of *Education*. Ten articles.

You are interested in guidance, see the "Guidance in Public Schools" number of *Teachers College Record*, October.

You are a stickler for required school attendance, "Forced Attendance Harmful to School and Community," Richard D. Allen, *The Clearing House* for September, should interest you.

You would like to read two good, timely, and pertinent articles on education, see V. F. Calverton's "The Challenge of Progressive Education," *Forum* for October, and Gove Hambridge's "Toward a New Design for Education," *Harpers* for October.

You are interested in promoting a Discussion Club for Students, read Clay Coss' article under this title in the October *Bulletin* of the Department of Secondary School Principals.

You are an elementary school teacher or administrator and have pupils with special interests and unusual abilities, read Julia L. Hahn's "Hobby Clubs for Children with Special Gifts," in *Educational Method* for October.

You are either trustful of or skeptical about "political strategy" in replacing odious expressions with those more intriguing, read Mark Sullivan's "It's Still Boloney," in *The Commentator* for October.

You're vitamin crazy, pardon us, if you gulp pills under the delusion that they give you sunshine, health, and happiness, read "The Vitamin Follies," Lois Mattox Miller, in the November *Hygeia*.

You're sinus conscious, see Martin Foss' "The Sinus Racket," in the November *American*.

You patronize the drug store, let M. O. Gannett tell you about the manufacturers' billion-a-year plunder for valueless, but attractively named and packaged and widely advertised products.

How We Do It

C. E. ERICKSON, *Department Editor*

The other evening I discussed employment opportunities for high school graduates with one of the officials of the State Employment Service. It was a pleasant surprise to hear her say that they had little difficulty placing the graduates of X— High School. When pressed for an explanation she stated that these graduates had completed a fine curricular program but in addition they had a personal "something" which distinguished them from other high school graduates. They are poised. They speak easily. They are courteous. They seem well able to handle themselves. They have vibrant personalities.

When one visits this school it is easy to discover the reasons for this splendid educational training. A rich and vital program of activities reaches all of the pupils. Each club and each activity is used to further the personal development of pupils. Teachers carry on no responsibilities which pupils can do or can learn to do. The pupils are proud of their school and aware of the opportunities available for them. Truly, all of the resources of this school have been marshalled for educational purposes. It is indeed stimulating to find a "child centered" school.

Our Radio Club

MARTHA GATES, *Utica High School, Utica, N.Y.*

Each Friday our radio club presents a play which is broadcast to all the rooms throughout the building during the school activity period. When our new school opened in the fall of 1936, our principal felt that radio activity would be beneficial to our children of foreign-born parents. And so we began, humbly, with non-royalty plays which I revamped as best I could for programs. Our club meetings were devoted mainly to chorric speaking, which helped the youngsters in their enunciation, articulation, pronunciation, and expression, and also helped me to place their voices. No boy or girl was called upon for the second time to read a part "over the air" until all the members had broadcast once. Rehearsals were held from eight to eight-thirty in the morning.

From these broadcasts I was able to select what I considered an excellent cast to co-operate with the members of our Community Chest when it was making its "drive for money" last year over our local radio station.

These youngsters had never been before a microphone except as they gave their plays

over the school system, and yet listeners were kind enough to say their performance had the polish of a chain broadcast.

We found, and still have with us, an exceptionally gifted "character woman" who can be a woman of eighty, a child of ten, or an exponent of any nationality at an instant's notice. Our sound effects man is a serious-minded football "hero" who spares no time in getting just the effect he wishes—and I never have to work with him except when we time the sounds with the play in the final rehearsal. We have a young man with deep, expressive, and rich tones who, although only seventeen years old, always passes for at least forty over the air. There are other boys and girls who are exceptionally good, but these few have particularly shown a natural aptitude which would have been undiscovered and undeveloped had it not been for our club organization.

A boy who formerly talked so fast it was difficult to understand him has checked this fault so effectively that this last week he was able to read a part in a perfect southern drawl. Constant practice corrected this difficulty so that he now says "these" and "those" as clearly as anyone. One of our girls has overcome a nasal twang. Recently we have co-operated with our Senior English classes in dramatizing short stories and original plays.

Last week for the first time I had the pleasure of sitting in our "control room" and listening to an entire program broadcast and directed entirely by the students.

Industrial Arts for Girls

WILLIAM J. BECKER, *F.D. Boynton Junior High School, Ithaca, New York*

As one of the hobby clubs of our junior high school, a girls' metal club seemed a natural selection—natural because of the desire of the girls to engage in some activity of this type and the fact that no industrial arts work is given to the girls in the regular curriculum. Although clubs ordinarily meet one period a week in our school, this club, during its first year, met three times a week in order to accommodate the entire group of 76 members. More recently, however, so that students might participate in other school activities, it has been necessary to limit the membership of the club to eighth and ninth grade girls, or to change them to a club of their second choice.

The work of the club is carried on in the Industrial Arts Metal Shop. It is a general shop in nature and thus can accommodate several types of metal work. Mainly though, the girls are interested in the art metal phase, which involves the making of such projects as bracelets, letter openers, desk sets, name plates, etc. Other popular activities of the club involve the making of ornamental projects and sheet metal jobs.

A big problem one must face in the functioning of such an organization is that not many of the girls know much (in the beginning) about the construction of any specific job or general activity. In a class one might spend considerable time demonstrating the how and why of many operations, but in such a club he cannot, because the club meeting time is but forty minutes a week. To overcome this difficulty, we divided the metal club into the various phases or activities in which the girls might be interested. It was a simple matter to secure metal shop boys who were proficient and anxious to help as assistant instructors. Before the assistants met at the club, the sponsor met with the boys and discussed the problems involved in this group instruction method. Many were efficient workmen but were not equally good instructors of others. These prior meetings helped solve this problem of inexperienced "teachers."

At the first meeting with the girls, the sponsor explained the purpose of the club and showed them several possible types of projects. Since most of them were interested in art metal work, we spent some time showing them how they could adapt the knowledge gained in art class to this work in metal. The girls were made acquainted with the assistants in each particular activity and told to go to them for aid. Each girl in the club was asked to select a piece of work and after reporting to the boy assistants, she, and the others on like jobs, were started to work. The sponsor didn't expect too much of the girls at first because of such factors as the newness of the shop, the location of tools and materials, and uncertainty about when and whom to ask for help. After a few meetings, however, things ran faster and more smoothly.

Each member enrolled was asked to pay for the metal used in the construction of her projects. This she purchased from the school through a club treasurer, who kept the record of each girl and collected the money. Some few girls who could not afford the purchase price of the materials were asked to perform some task which compensated for the cost.

We believe, if enrollments are indicative of anything, that the girls' metal club, one

of the hobby clubs of the F. D. Boynton Junior High School, is quite successful.

Developing Interest in Speech Work

ELTA THOMAS, *Speech Instructor, Liberty, Missouri*

Last October, being new in the system and thus having no knowledge of individual abilities, I conducted an all-school tryout of the 452 students of the junior-senior high school in Liberty, Missouri. Arrangements were made whereby I could hold the tryouts in the auditorium during the pupils' study hall period. Each pupil was required either to repeat from memory or to read from a mimeographed sheet, given out one week in advance, at least 100 words of quotation. The quality, tone, and carrying power of each voice received the usual marking of superior, good, medium, and poor. Those who made above-medium and medium markings are being urged to render an oration or declamation or speech in pre-preliminaries for district and state contests this spring. Further, they are urged to take the junior-senior course in speech. Those of lower markings are exhorted to enroll at once in the beginning class that

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they, too, may be working toward public appearances.

The high school boy or girl must be contacted regarding his speech ability. It seems that he is so self-conscious and timid that he must be urged or asked to participate in speaking events. But asked by the instructor, he quite willingly consents and tries to the utmost of his ability to perform the task. He considers it, shall I say, flattery, that the instructor of speech has asked him to make a public appearance.

The all-class play is being supplemented with student participation assemblies. The best numbers are being presented in exchange assemblies with neighboring high schools and in activities in the town.

I would recommend such an all-school try-out to any system where interest seems to be lagging among students in public appearances.

Christmas Vesper Services

DOROTHY HARDAWAY, Librarian, Prescott

Junior-Senior High School, Prescott, Arizona

Introducing religion into the schools is always a delicate task and well-meant efforts to do so may cause more harm than good. However, since some form of worship is a "permanent and necessary privilege of the human spirit," a school has not fulfilled its mission until it has provided its members with occasion for worship.

In the past three years this school has found one answer to the problem of supplying such a need in its Christmas Vesper Service. Students, with the aid of dramatic and music department heads, have been in charge of the services. They have carried out the task in a spirit of reverence which has been most gratifying and the resulting program has reflected credit on the school. No other func-

tion is so well attended or so much appreciated by the community. Hence, not only the students and school have benefited, but many citizens feel that they have gained much from the services.

The program, as we have given it, begins at 4:30 on the Sunday afternoon preceding the closing of school for Christmas holidays. After the audience is seated and the hall darkened, long lines of girls march up the side aisles singing. They are dressed in white surplices and carry lighted tapers. The surplices are the work of the sewing department and cost 30 cents. The candles are provided with cardboard protectors since the girls must hold them throughout the services.

Two boys precede the girls' chorus up the aisles. They are dressed in vestments of the church and, after leaving the girls at their places, they proceed to the stage and light the candles there, revealing a mixed chorus already assembled. In the center of the group stands the reader. He is a student dressed in white surplice and provided with enough light to make it possible for him to read his passages. As he does so, soft music accompanies him.

The same program is given here each year, the repetition tending to increase its popularity. A copy of the exact program follows:

Processional:

"Come all Ye Faithful"

Reader: (Music, softly played, "Silent Night") And it came to pass in those days, that Joseph and Mary went up from Galilee, out of the city of Nazareth, into Judea, unto the city of David, which is called Bethlehem. And so it was that, while they were there, she brought forth her first born son, and wrapped him in swaddling clothes, and laid him in a manger, because there was no room for them in the inn.

Chorus: "Silent Night."



Organ: Modulate to new key—

“It Came Upon a Midnight Clear”
while reader gives next selection.

Reader: A star appeared. There were in the same country shepherds abiding in the fields, keeping watch over their flocks by night.

And lo, the Angel of the Lord came upon them, and the Glory of the Lord shone around about them and they were sore afraid.

Chorus: “It Came Upon a Midnight Clear.”

Organ: Modulate to new key—
“Birthday of a King.”

Reader: And the Angel said unto them, “Fear not, for, behold I bring you good tidings of great joy which shall be to all people.

For unto you, is born this day, in the city of David, a Savior, which is Christ the Lord.

And this shall be a sign unto you: Ye shall find the Babe wrapped in swaddling clothes, lying in a manger.

Solo: “The Birthday of a King.”

Organ: Modulates to “Oh Little Town of Bethlehem.”

Reader: And suddenly there was with the Angel a multitude of Heavenly Host, praising God, and saying, “Glory to God in the Highest, and on Earth Peace, Good Will toward Men.”

Male Quartet: “Oh Little Town of Bethlehem.”

Organ: “Joy to the World” while reader gives the following:

Reader: For unto us a child is born, unto us a son is given and the government shall be upon his shoulder; and his name shall be called Wonderful Counsellor, the Mighty God, the Everlasting Father, the Prince of Peace!

Chorus: “Joy to the World.”

(Chorus makes recessional on last verse in the same order as processional.)

This ends the musical half of our services. Following the recessional the dramatic department presents the play, “Why the Chimes Rang.”

The beauty of the service, the pageantry connected with it, and the reverent spirit displayed by the pupils participating make the service one long to be remembered by those witnessing it as well as those taking part. The desire of the pupils to have a part in the service each year leads us to feel that religious instruction in the high school can be successful if approached from the pupil participation angle.

Parent-Teacher Co-operation

HAROLD HUSBAND, *Grosse Pointe High School, Grosse Pointe, Michigan*

The Student Council co-operated with the Men's Club of our high school in holding a New Year's Eve party. Parents in the community wanted a place for their sons and daughters to spend New Year's Eve, and it was decided that the high school would be a logical place.

Before going ahead with plans, we secured permission from the board of education to extend the closing time for parties on this date from 12 to 1:30. We then proceeded to appoint committees of parents and students to prepare for the big event.

Two gyms in the high school were used, one for parents, and one for students. We hired two orchestras, decorated two gyms, and ordered hats, horns, and confetti. The charge for admission was one dollar per couple for students and two dollars per couple for parents.

When the party was over at 1:30 a.m., it was the consensus that this should be an annual affair. Parents and students had shared in a common enterprise and had enjoyed working together.

After Dinner Gleanings

BY JOHN J. ETHELL. It contains a wealth of clever anecdotes and stories that are really funny. Among its several hundred short talks of a serious nature will be found those suitable for almost any occasion upon which men and women are called to speak. More than that, it has a unique plan of organization by which appropriate stories or quotations may be brought into a talk or toast. In fact, it provides a clever speech—ready-made, yet original—for any person, any time, any place. The price is \$1.25 postpaid.

Send Your Order to

School Activities

Topeka, Kansas

High School Sobriety League

M. O. LOKENSGARD, Superintendent,
Kenyon, Minnesota

Kenyon High School Sobriety League was organized four years ago. We have a hundred per cent membership at the present time. The boys are members of division one, while the girls belong to division two.

Necessary officers are elected by the two groups, and they serve during the school year.

No pressure is exerted by the faculty to secure members. The officers and the membership committee carry on the work of the league. There are no fees or dues. The card below is signed by the members.

Several times during this school year we have joint meetings, when outside speakers are called in. Bulletins are issued by the organization. These bulletins convey information regarding the effects of alcohol on man's physical, moral, and social well-being.

Kenyon High School Sobriety League



Originated at Kenyon High School

MEMBERSHIP CARD

NAME _____

ADDRESS _____

DIVISION _____

Secretary _____

Over _____

Pupils Visit to Learn of Other Schools

(Continued from page 160)

41. Classes in home economics? Arrangement of this department?
42. Business department? How run?
43. Agricultural department? How managed?
44. Cafeteria? How managed? Prices of food?
45. Cleanliness observed in lavatories?
46. How are athletic games handled and equipment paid for?
47. How is playground equipment secured?
48. P.T.A. organization? Nature of work and programs?
49. Number of trucks? Percentage of pupils riding buses?
50. Student drivers? School owned buses? How many trips? Longest haul?
51. School entertainments very often? Nature? Admission?
52. Methods used for raising money?
53. Do teachers continue in service very long? Allowed any time for sick leave?
54. Any inducement for professional growth on part of teachers?

55. School annual? Kind? Expense? Price to pupils?
56. School paper? How often? How handled? Expense?
57. Were you courteously received and entertained?
58. What do you think of the general atmosphere of the school, attitude of the pupils toward their teachers, school and community?
59. What changes would you suggest?
60. Can you get any ideas to carry back to your own school?

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PREMIER PLATFORM SERVICE BUREAU

J. Oscar Hall, Manager - Bloomington, Ill.

Stunts and Program Material

MARY M. BAIR, *Department Editor*

Short Shorts

Tell the story of Antonio Stradivarius, Italian maker of violins. Then, in memory of him, present the play: "The Violin Maker of Cremona."

A short kit of the Boston Tea Party as on December 16, 1773.

Bits from the biography of Jowel Chandler Harris, then show a Negro mammy as she tells an Uncle Remus story to a group of children.

A chalk talk telling the history of the Christmas Carol.

Cutting "quick silhouettes" as shadow designs for Christmas window decorations.

Placing the figures for a Christmas creche.

Sketches from the life and stories of Joseph Conrad, these to be followed by a question and answer session on nautical terms.

Impersonation of William Frederick Poole librarian (1821-1892), giving instructions to a student who wishes to learn how to use the *Readers Guide to Periodical Literature*.

Portray St. Nicholas as the patron-saint of Russia, of sailors, travelers, and school boys.

Show how Holland makes merry in its observance of St. Nicholas, December 5th and 6th, then how the 25th of December is held by that country to be observed only as a day in worship of the Christ.

A short talk on international relationships to be followed by a reading of Kipling's "The Explorer," then "Recessional."

History of the numerous Christmas carols, then a "sing" of these same carols.

Proof of the Proverb

Many have played the old game of proverbs, but few have watched the numerous skits which may be made from these worthy bits of wisdom.

To prepare such skits, make a list of proverbs. Then have various groups choose the saying which that particular group can best interpret, pantomime, or dramatize. Many proverbs lend themselves quite readily to interpretation of the work done by some department or some activity within the school.

Make short lines in any dialogue, exaggerate all pantomime, use "properties" whenever possible, see to it that costumes are authentic. Then employ the contrast method to

show the relative importance of the proverb to the group.

Have a narrator or commentator introduce each actor, then with light patter, tell something of the dire fate of that same unlucky person when he or she failed or refused to heed the moral tucked away in the bits of wisdom being dramatized or pantomimed.

"Birds of a feather flock together" can show two girls dressed gaudily and in poor taste. These are the girls who could not be interested in domestic art. They are not popular socially, nor can they obtain jobs. The contrast should be: "A stitch in time saves nine." Nine girls who elected to learn sewing can be dressed in the best of taste. These costumes may be for party, street, school, business, or home. It makes no difference which costumes are chosen, so long as they are suited to the time and place they are supposed to be worn. The narrator of course must tell just why this last group of girls has "made good" in both the business and the social world.

"A little knowledge is a dangerous thing" may be portrayed by boys as they are performing experiments in the chemistry laboratory. Two boys, using test tubes, converse seriously as their experiment meets with success. A second couple chatter, throw things about, and seem to think it smart to try some stunts with chemicals about which their knowledge is all too limited. The result of the latter experiment can be made to appear painful or even disastrous.

Show the patient and industrious lad as he plants an acorn. Show another lad in his hasty attempt to transplant an oak too large to take root. Next apply the lesson, "Great oaks from little acorns grow" by showing the two boys grown to manhood, the one, patient and successful, the other still rushing here and there, trying this and that big new scheme which never quite takes root.

A class in economics finds rich material for skits in: "Willful waste makes woeful want"; "A fool and his money are soon parted"; "Easy come, easy go"; "A penny saved is a penny earned"; and "Don't put all your eggs in one basket."

Sociology groups can show that: "Charity begins at home"; "A man is known by the company he keeps"; and "A friend in need is a friend indeed."

"As the twig is bent so the tree is inclined"; "A word to the wise is sufficient"; and "Great

minds run in the same channel" belong to the classes in education.

For students of psychology: "Actions speak louder than words"; "More flies are caught with molasses than with vinegar"; and "Don't cross the bridge before you get to it."

For safety: "Experience is the best teacher"; "Fools rush in where angels fear to tread"; and "A burnt child dreads the fire."

Home economics: "A watched pot never boils" and "You can't have your cake and eat it, too." Agriculture: "The early bird catches the worm." Physiology: "Don't burn your candle at both ends"; "Beauty is only skin deep"; and "Handsome is as handsome does."

A group in athletics could soon prove that "A chain is only as strong as its weakest link."

Words and Music

Three poems which are admirably suited to pantomime are: "The Ballad of the Oysterman" by Oliver Wendell Holmes; "The Courtin'" by James Russell Lowell; and "Pink Dominoes" by Kipling.

The poem must be read slowly and distinctly while music, in keeping with the atmosphere of the narrative, is played by a

pianist who appreciates and so gives meaning to each phrase.

It will be noticed that the music chosen for each poem must differ widely from that chosen for the others. In the first named, old sea chanties and "water music" are best; for the second, old ballad melodies; and for the third, dance music, light and gay, but music of at least a half a century ago.

"The Ballad of the Oysterman" is printed here. "The Courtin'" and "Pink Dominoes" are in *The Home Book of Verse*, a miscellaneous collection of poetry to be found at any library.

THE BALLAD OF THE OYSTERMAN

It was a tall young oysterman lived by the riverside,
His shop was just upon the bank, his boat was
on the tide;
The daughter of a fisherman, that was so
straight and slim,
Lived over on the other bank, right opposite
to him.

It was the pensive oysterman that saw a
lovely maid,
Upon a moonlight evening, a sitting in the
shade;

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He saw her wave her handkerchief, as much
as if to say,
"I'm wide awake, young oysterman, and all
the folks away."

Then up arose the oysterman and to himself
said he:
"I guess I'll leave the skiff at home, for fear
the folks should see;
I read it in the story-book, that, for to kiss
his dear,
Leander swam the Hellespont—and I will
swim this here."

And he has leaped into the waves, and crossed
the shining stream,
And he has clambered up the bank, all in
the moonlight gleam;
O there were kisses sweet as dew, and words
as soft as rain—
But they have heard her father's step, and
in he leaps again!

Out spoke the ancient fisherman—"O what
was that, my daughter?"
"Twas nothing but a pebble, sir, I threw
into the water."
"And what is that, pray tell me, love, that
paddles off so fast?"
"It's nothing but a porpoise, sir, that's been
a swimming past."

Out spoke the ancient fisherman—"Now bring
me my harpoon!
I'll get into my fishing-boat, and fix the fel-
low soon."
Down fell that pretty innocent, as falls a
snow-white lamb,
Her hair dropped round her pallid cheeks,
like seaweed on a clam.

Alas for those two loving ones! she waked not
from her swoond,
And he was taken with the cramp, and in
the waves was drowned;
But fate has metamorphosed them, in pity of
their woe,
And now they keep an oyster-shop for mer-
maids down below.

—Oliver Wendell Holmes.

The Christmas Card

R. JENKIN, Hoisington, Kansas

Amid all the glitter of tinsel, gay pack-
ages, and bright lights, the school Christmas
program may glow with simplicity and best
portray the real Christmas spirit. During the
holiday season, the school has an opportunity
to be of real service to the community and
without ostentation or elaborate and costly
display, present a Christmas program which

will contribute to the appreciation of beauty
and good taste for fine music.

Here is outlined a brief, simple, yet en-
joyable, program to bring cheer during the
Yuletide.

"FROM THE CATHEDRAL ON YOUR CHRISTMAS CARD"

Prelude—Christmas carols played by string
orchestra.

Curtain.

(Center stage, a huge Christmas card on
which is painted a portion of a cathedral,
if possible with stained glass window ef-
fect. Standing before the window in tableau
are three figures to represent carol singers.
The stage should be darkened except for
spot light on tableau.)

The singers "come to life" to sing "Bring a
Torch, Jeanette, Isabella."

Lights out on stage. (Throughout the pageant
the stage should be made dark between
scenes rather than using the curtain.)

When the lights are again lighted, the card
and singers are gone and the stage is that
of the church interior. This may be ar-
ranged simply by covering openings with
colored cellophane to represent windows,

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placing lights behind the windows, and constructing a rail for the choir loft. From the back of the room may be heard the chorus singing "Holy, Holy, Holy" as the chorus marches to its place in the choir. Very young singers may learn to march in step. Lights out.

Spotlight.

Scene I. Three Shepherds and the Angel. Simple shepherd costume may be made by using burlap sacks with colorful scarfs. "While Shepherds Watched Their Flocks by Night" sung by the chorus with appropriate pantomime by shepherds and angel.

Scene II. The Three Kings. If you are on good terms with lodge members, or know someone who is, ask them for the use of their robes. Cut a star in the side of a cardboard box and fasten it around a suspended light on the stage. Use only footlights with the star. "We Three Kings" sung by the chorus as the kings slowly march through the auditorium and across the stage.

Scene III. Mary and Joseph at the manger. The only light on stage should be a light placed in the manger to represent the Holy Child. "There's a Song in the Air" by the chorus; "Fairest Lord Jesus" by girls' choir; "Angels from the Realms of Glory" by the entire chorus. Spotlight on. During the first stanza of this last song the angel reappears, followed by the shepherds during the second stanza, and by the kings during the third stanza. All members of the tableau remain motionless as the chorus sings one stanza of "Joy to the World." Stage completely dark.

The Christmas card is again placed down-stage and the three singers stand as in the beginning. They stand motionless in the spotlight as the chorus sings the Christmas wish to the audience: the chorus, only, of "Wassail Song."

Living History

ROBERT KULL

Every locality has a history peculiar to its own environment. Sometimes this history has been left to tarnish. High school pupils can do much to remove the tarnish and restore the lost luster. A certain Pennsylvania high school has undertaken this task as an extra-curricular activity. The work is supervised by the English and history teachers.

Students living in various towns and communities are asked to ascertain all possible information concerning the history of their communities. Reference books are freely used and the pupils are introduced to the methods of research. Libraries never before visited are

now frequented. Pride and interest in community and civic affairs usually results.

The best paper is judged by a committee composed of members of the class and the two teachers. These papers are then printed in the school paper. The printed bit of achievement is most inspiring, not only to the pupil who has succeeded but to others as well. Each month or week as the case may be there is a historical article relative to a community familiar to all.

The suggestion has been made, although to date not carried out, that these articles of historical research should be compiled in one volume. This would be done either with the school press or duplicating machine. The art students could be called upon for an attractive cover design. Then the book could be placed on sale at a nominal cost. This project offers a splendid opportunity for a class or a school to raise money and its educational values are self-evident.

Limerick Contest

RAE CASEN

The following statement is found in *Word Study* for March, 1934: "Probably in no other way does one learn more about the actual and effective use of words than in the writing of verse. . . . Even if it is no more than a limerick or a couplet, the juggling of words, syllables, accents, and rhymes will teach young people much about the nature of the language, and they may be delighted by some unexpected happiness of phrasing that sometimes suddenly crystallizes after a period of puzzled laboring."

There is the idea. A limerick contest may supply a pleasant half hour's entertainment for a party or it can absorb spare time of the students of a club, home room, or student body for months. The winner may receive only "recognition" or he may get a season ticket or other more tangible reward. The limericks may be limited to matters pertaining to the "cause" of the sponsoring organization, or they may be allowed to aspire to cleverness in their own way. There is no limit to the number of applications that may be made of the idea.

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Parties for the Season

MARY HELEN GREEN,
Department Editor

The Evergreen Tree as the Spirit of Christmas

All the world enjoys a Christmas tree. In it centers the symbols of peace, good will, light, growth, and unselfishness. To some an evergreen, as it unfolds its branches in reaching out to humanity, is practically a synonym for Christmas.

There are many homes and schools which enjoy the pleasant warmth of a Christmas tree within their walls; there are others which cannot afford this pleasure. In either case there is the desire on the part of both young and old to help in the decorating of some tree. Father, mother, sister, brother, pupil, teacher, each wishes to place some glittering bit of tinsel, some brilliantly colored metallic ball or a glistening twinkling star on the tree.

Regardless of the age group under consideration for a holiday party the evergreen tree makes a resourceful and beautiful theme. Invitations, decorations, games, and refreshments pigeon-hole themselves readily into the general plan, adaptations being made to the particular group.

After a color scheme has been chosen, plans for invitations may be made. Some hosts will prefer red and white, others green and white, and still others perhaps silver and blue. The art department will help create a Christmas tree design for a pattern.

Each guest will be asked to bring, possibly in advance of the party, a gift. This should be a toy. There will be an exchange of gifts at the party, and after the guests have had their fun with them, if it is thought advisable, these may be re-wrapped and given to some worthy but unfortunate group of children.

In the center of the room, be it large or small, is placed the most important article of decoration—the evergreen tree, one as large as the purse and the room permit. It is untrimmed when the guests arrive. In other parts of the room, if large, decorated trees may be found. Candles in the windows, wreaths, holly, and, of course, mistletoe help provide the proper atmosphere. Pop corn, strung and shaped into the letters, Me-r-r-y C-h-r-i-s-t-m-a-s, on a red and green background, greets the guests as they arrive.

DECORATING THE TREE

Decorating the tree is the entertainment for the evening. Adequate decorations—including

extra light bulbs, in case some burn out, will be in readiness.

RING TOSS

Again the art department is needed. A beaver board Christmas tree, possibly five feet high, is decorated with painted designs to correspond with the real tree decorations as furnished by the host. By each is placed a hook on which the guests may in turn toss a ring (fruit jar rubbers will do). Whenever the thrower is successful he is rewarded by being allowed to place that particular decoration on the real evergreen tree.

Suggestions for decorations are:

Strings of lights	Icicles
Tinsel	Bells
Colored balls	Canes
Toys	Stockings
Snow	Angel figures

Each bulb and reflector for the string of lights may require a separate throw if there are several guests. Care should be taken to see to it that there are no fire hazards in connection with the decorating of the tree.

CONTESTS

Dolls made from nuts, acorns, peanuts, or paper, and Santa Clauses made of marshmallows, apples, raisins, and cotton or yarn, will reveal the artists of the group. Stringing dry pop corn discovers those with speed. The prize winners of each will place their offerings on the tree.

Cutting the best five or six pointed star from paper will give some contestants the right to top the tree with a glittering star.

GIFTS

If one takes a look at the tree at this stage, he will notice the absence of gifts around its base. All the packages which have been brought by the guests have been numbered and hidden and it is time now to go in search of them. The one who finds the most will be given a prize package which has been wrapped by the host. All packages when found will be placed under the tree and will be distributed later by Santa or his assistants to those who have drawn the number which corresponds to that on the package.

The prize gift is in an unusually large box wrapped in green paper. It contains many boxes of graduated sizes and as many green wrappings. At long last, it reveals an evergreen tree, either a synthetic or candy one. The recipient of this prize box is permitted to keep the package only until all other gifts

are opened. Then to music it must be passed around the circle of guests, each keeping it in motion while the music plays. When the music stops the outer wrappings are removed or at least partially so, that is, if the music doesn't start too soon. This continues until the last wrapping is removed and the one in whose possession it is at that time rightfully claims the gift.

SINGING

Just before Santa distributes the packages all join hands around the tree singing some lively song such as a parody on the song, "Jingle Bells."

Christmas tree, Christmas tree,
With your lights so gay,
O, what fun it is to dance
Around you, in this way.

or on the song, "Our Boys Will Shine Tonight."

Our tree will shine tonight,
Our tree will shine . . .
With the lights in line
And the stars on top
Our tree will shine.

Each year the stores have new items for favors. Perhaps a new Christmas tree favor will be displayed. Candy canes or red stick candy always are acceptable.

Christmas tree designs in ice cream or cone-shaped dips of red or green ice cream served with star- or tree-shaped Christmas cookies are suggestions for refreshments.

The story of "The First Christmas Tree," or "The Fir Tree," may be used for the story hour after refreshments.

Merry Christmas to all!

Harmony Parties

EDNA VON BERGE, Kiser High School,
Dayton, Ohio

Harmony! Whenever we see or hear this word, invariably most of us think of it in relation to music. Let us analyze the word and then consider its relationship to other fields as well. According to the dictionary it means: (1) agreement of musical sounds; (2) accord in feeling, relation, manner or action; conformity; order; symmetry, unanimity; unity. With this analysis as a background, it is easier to discuss harmony as it is related to parties.

Like the designer, the painter, the poet, the composer has a pattern, a design, a theme. Then he composes to form an interesting design by assembling tones and sounds which will be pleasing to the ear. Though there may be variations, a separation into parts, contrast, in the final assembling there is definite accord in feeling; there is unity.

Similarly in art we find a unified design which has come about through emphasis, balance, repetition, contrast, color, tone, rhythm, or various combinations of these factors. Organizing, planning, and preparing for a party is obviously an art. Why shouldn't the same principles be applicable to parties of various types? Too often we find them ending up in a helter-skelter, a hit-miss pattern jumbled together with no regard for the very principles that should govern the making of the design or party pattern.

The simplest way to accomplish in the organizing of a party what the composer strives for in music, is to employ some of the same techniques, tricks, and tools. To begin with a central theme and build around it the decorations, foods, programs, and entertainment, is to make a design that, put together, is not repellent, but a thing of beauty.

It is surprising and gratifying to find how logically and readily the entire affair works itself out. Outlining several parties which have proved through experience that it is an excellent plan, may be especially helpful particularly to home economics teachers, to whom so often falls the task of either assisting with or being entirely responsible for school parties.

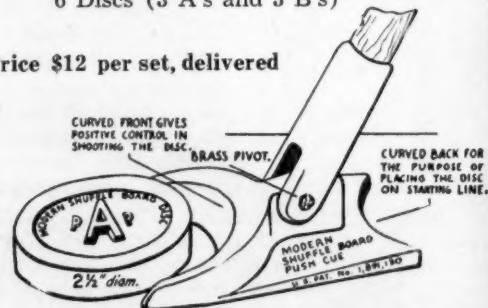
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color, variation, contrast, harmony, uniqueness, and cleverness. Put a *reel* next to it and there is a *Rainbow Reel*, the theme for a dance. This is how it worked.

(1) *Dance Programs.*

A. Artistic members of the group drew rainbows on the covers with the type of crayon that when moistened with a brush gives the appearance of having been painted.

B. Dances, instead of being numbered, were named according to colors, then rain, sunshine, rainbow, and finally moonlight which was the "goodnight" number. Cellophane paper inserted into a revolving disk colored each dance accordingly. During the red dance, the disk was turned to red; during the orange, to the orange disk. These colored lights were thrown on the dance floor and showed up well because no ceiling lights were used and side lights dimmed. Bright yellow was used for the Moon dance; deep blue for the Rain dance; and the wheel kept revolving during the Rainbow dance.

(2) *Decorations.*

No ceiling decorations were used at all. One huge rainbow (made of wide strips of rainbow colored crepe paper sewed together) was arched across one entire end of the room with pots of gold at its ends. These pots of

gold were huge flower jardinières covered with gold paper. They held the dance programs, which were presented at the end of the grand march.

3. *Refreshments.*

Punch varied during the evening to introduce rainbow colors, beginning with lemon in yellow, then orange punch for the orange color. Bowls of flowers at each end of the punch table with thin flower bowl candles in rainbow shades further carried out the rainbow idea. Girls serving the punch were dressed in rainbow color garments.

4. *Entertainment.*

During the entire dance a bright spot light brightened up the rainbow. Three girls stood before it during an intermission to sing a rainbow song written to the tune of "Shine on, Shine on Harvest Moon."

"Rainbow, rainbow hanging high up in the sky,

With your colors ready to lighten up, to brighten up, to dazzle the eye,
Red, orange, yellow green blue violet in a row.

Rainbow (Philokalia—the name of the club)
rainbow. Rainbow."

For the Storyteller . . .

by MARY J. BREEN

It is to help the "would-be" storyteller or the storyteller who has had little experience that this practical booklet has been prepared. There are suggestions on the time to tell stories; how to select them; types of stories to tell children of different ages; how to prepare for storytelling; and how to tell stories. A number of perplexing problems are discussed, and to meet the special needs of playground workers a section on storytelling in the playground program is offered.

A very valuable section of the book is the classified list of stories and books for the storyteller prepared with the assistance of Mary Gould Davis, Supervisor of Storytelling for the New York Public Library, and Elizabeth Culbert of the New York Public Library.

Price \$35

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New York City

5. Music.

Wherever possible, the orchestra, having been previously prompted, played music appropriate to the name of the dance. "Rain, It's so Cozy in the Rain" was played during the Rain dance; "Moonlight and Roses" during the Moonlight dance; "I've Got the Blues When It Rains" during the Blue dance.

MAYTIME. This is a banquet guaranteed to be lovely, appealing, and successful. Add *meal* and there is a *Maytime Meal*. Here is how it worked.

1. Table Decorations.

A. Maypoles reflected in square mirrors were made by covering candles with crepe paper and inserting them in holders which had been similarly covered. Strips of pastel crepe paper (or satin ribbons) fastened at the top fell gracefully from the top to spread out in fan fashion around the table, the ends looped and holding dainty sprays of lilies of the valley.

B. May baskets—glass flower vases were filled with spring flowers. Instead of using water, sand made a firm holder for narrow pastel candles interspersed between the flowers.

C. Corsages, made with flowers donated from gardens and supplemented with florists' flowers, were tied with pastel shade ribbons and backed with cellophane lace paper doilies. These were placed in a huge flat "May basket," which guests passed on their way to the tables.

2. Entertainment and Program.

A. May Queen. One member had been elected by popular vote to be crowned as queen, but the secret as to who the chosen one would be was not revealed until the guests had taken their places.

B. Flower Arch. Barrel hoops cut in two and spread in arch fashion were covered with crepe paper and flowers were wired to the outside. Six girls held these, three to a side to form an archway through which the guests passed to the table.

C. After-dinner Talks. These centered around Maytime events and consisted of a short speech on "Rain," bringing out the idea that just as in nature it is needed to bring out beauty, so, too, in life was this the case, the rain being comparable to our disappointments and unhappy experiences, which make for beauty of character. Another talk on "Sunshine" brought out a similar comparison. The third short talk, "Rainbow," brought out the idea that in nature there is a riot of color that makes for beauty, so, too, in life do we become enriched through variation in friends, experiences, interests, and accomplishments.

3. Maypole Dance.

This made a grand finale, a fitting climax to a banquet complete in every detail. The maypole had been made out of a broomhandle, covered with crepe paper and held high by a girl standing on a draped stool. The ribbons were made of strips of crepe paper. Girls danced about the maypole to the tune of "Maytime." The entire group then sang these words written to the same tune.

"Maytime, Maytime, gaytime,
Philokalia (another school or club name
could be inserted here) playtime.

Flowers awaken and live,
Spirit of springtime they give, to everyone.
Maytime, Maytime, gaytime,
Philokalia playtime—what fun,
Dancing and singing, to others joy bringing
Philokalia Maytime.

Other ideas for dances, teas, banquets, class parties will similarly work themselves out around these themes.

"School Days"
"Sweet Girl Graduate"
"Fashion Parade"
"Around the World Cruise"
"Rain"
"Sweethearts"
"Music"
"Melody Meal"
"Southern Spree"
"Pigskin Spree"
"Springtime"
"Collegiate"
"Swing"

"Talk is by far the most accessible of pleasures: it costs nothing in money; it is all profit; it completes our education; founds and fosters our friendships; and can be enjoyed at any age, and in almost any state of health."
—Robert Louis Stevenson.

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BEHIND THE FOOTLIGHTS, by Charles Chambers Mather, Alice Howard Spaulding, and Melita Hamilton Skillen. Published by Silver, Burdett, and Company, 1935. 495 pages.

The purpose of this book is, first of all, to enlarge the knowledge and enrich the student's understanding and thus to develop his appreciation of modern drama; and, second, to prepare him through regular classroom work in dramatics, for participation in plays.

To establish a historical background the reader is given a glimpse of the drama as it has come down the centuries from the days of ancient Greece to our own times. The three basic types of drama are presented with extracts from modern plays serving as examples. The next section of the book takes up the techniques involved in acting—pantomime, facial expression, voice, dress, and make-up. Following this, scenery and electrical equipment of the theatre are discussed.

With this preparation, the student is ready to take up the actual interpretation and performance of a play. Melodrama, light comedy, and the operettas are offered as wise choices for the beginners.

Even though the student may not wish to enter professionally into any phase of play production, this work in dramatics will provide a means of further cultural development and of making wise use of his leisure time.

FIST PUPPETRY, by David Fredrick Milligan. Published by A. S. Barnes and Company, 1938. 130 pages.

Today, with the general public taking a definite interest in puppetry as a cultural and craft aid to children, there is a need for instruction for the amateur. This complete handbook was written for the puppet-conscious world.

The author begins by suggesting logical places for puppets and continues with a discussion of their construction, cost, and operation. Other chapters deal with how to construct a theatre, scenery for the booth, and how to adapt plays. A list of ten plays suitable for production is given in Chapter IX, together with suggested casts and scenes.

With this guidebook the amateur can organize his own theatre group and produce puppetry plays to the delight and enjoyment of young and old alike.

AN INTRODUCTION TO PUBLIC SCHOOL RELATIONS, by Ward G. Reeder. Published by the Macmillan Company, 1937. 260 pages.

The purpose of this book is to discuss the importance and the characteristics of an efficient public-relations program in the public schools, and desirable ways and means for conducting such a program. Besides matters of organization and administration of the public-relations program, the author treats the following factors contributing to that program: the newspaper, student publications, school reports, school house organs, teachers' handbooks, Parent-Teacher organizations, home contacts, the school janitor, the school plant, Education Week, special events, and publicity campaigns. School heads will find this book instructive and inspiring.

LET'S GO TO SCHOOL, by Albion H. Horrall, Lydia E. Codone, Mabel S. Wilson, and Leah Smith Rhodes. Published by McGraw-Hill, 1938. 434 pages.

A glance through this book suggests a modern picture magazine. Scores of full-page photographs of meaningful school scenes supplement the already interesting text material. The title, "Let's Go to School" is intended to supplant the traditional thought, "Let's play hookey," and this book is well named.

Let's Go to School describes modern educational procedure in a school that has little to mark it as "modern," except good teachers, teachers who take their work most seriously, teachers with training and energy to produce a good school in any setting. Teachers will find this book fascinating and productive of a wealth of practical ideas.

It should be the aim of education to make men first, and discoveries afterward; to regard mere learning as subordinate to the development of a well-rounded, solid, moral, and intellectual character; as the first and great thing, to supply vigorous, intelligent, God-fearing citizens for the welfare of the land.—Henry Van Dyke.

Life is hardly respectable if it has no generous task, no duties or affections that constitute a necessity of existence. Every man's task is his life preserver.

—Ralph Waldo Emerson.

Comedy Cues

Johnny seemed to have tremendous difficulty in pronouncing his r's. One day the teacher gave him the following sentence to repeat: "Robert gave Richard a rap in the ribs for roasting the rabbit so rare."

In repeating the sentence, Johnny said: "Bob gave Dick a poke in the side because he didn't cook the bunny enough."

—*The Young Citizen.*



RELISH

Honesty—Fear of being caught.

Good Sport—One who will always let you have your own way.

Moron—One who is content with a serene mind.

Pessimist—One who sees things as they are.

Coach—Fellow who will gladly lay down your life for the school.

Conscience—The voice that tells you not to do something after you have done it.—*Ex.*



WHAT HE NEEDED

Mountaineer (taking son to schoolroom): My boy's arter larnin'. What have you got?

Teacher: We offer arithmetic, English, trigonometry, spelling, etc.

Mountaineer: Just give him some of that thar triggernometry; he's the worst shot in the family."—*Balance Sheet.*



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